

A Guide to School-Based Suicide Prevention in Alaska Secondary Schools

by

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### Abstract

The purpose of this project is to provide education professionals in the state of Alaska with a practical resource for understanding and distinguishing between evidence-based, best practice, and currently employed school based suicide prevention programs. Programs selected for inclusion were evidence-based and best practice programs recognized by professional organizations including the Suicide Prevention Resource Center (SPRC) and the Substance Abuse and Mental Health Services Administration's (SAMHSA) National Registry of Evidence-Based Programs and Practices (NREPP), and are currently listed as accepted programs and resources by the State of Alaska Department of Education and Early Childhood. Programs were evaluated for format, accessibility, research and reviews, and cultural considerations. Nine programs, with 5 others mentioned not meeting all criteria, are presented in a website for easy sharing of information.

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### A Guide to School-Based Suicide Prevention in Alaska Secondary Schools

Suicide remains a serious issue on a national, state, and local level. Nationally, suicide accounts for 4,600 deaths among youth aged 10 to 24 each year (Centers for Disease Control and Prevention, 2012). A national survey indicated approximately 16% of students in grades 9-12 have seriously considered committing suicide (Centers for Disease Control and Prevention, 2007). In Alaska, the suicide rate is over twice the national average for individuals aged 10 to 24 (Alaska Bureau of Vital Statistics, 2009). From 2004-2008, 107 deaths were attributed to suicide in interior Alaska alone. Additionally, Alaska Native males aged 15 to 24 hold the highest rates of suicide of any demographic in the entire United States. In the state of Alaska, it is required that school personnel including administrators, teachers, counselors, and specialists, receive a minimum of two hours of training in youth suicide prevention each year (Alaska Department of Education & Early Development, 2013). School districts must individually select suicide prevention programs and resources to implement, with state approval. The purpose of this project is to provide education professionals in the state of Alaska with a practical resource for understanding and distinguishing between evidence-based, best practice, and currently employed school-based suicide prevention programs. Programs selected for analysis were those recognized by professional organizations including the Suicide Prevention Resource Center (SPRC) Best Practices Registry (BPR), the Substance Abuse and Mental Health Services Administration's (SAMHSA) National Registry of Evidence-Based Programs and Practices (NREPP), and the American Foundation for Suicide Prevention (AFSP). The intent is to provide a resource that clearly presents the identifying factors and characteristics of the various programs in order for school counselors and other education professionals to make informed decisions about programs

to incorporate in their schools. The recommendations of the American School Counselor Association (ASCA) have been utilized in analyzing program components.

### **Rationale**

Effective school counselors and administrators recognize the importance and value of suicide prevention training in schools. These professionals are aware of the impact of a student's emotional, behavioral, and physical health on the student's educational success (AFSP, ASCA, The Trevor Project, National Association of School Psychologists, 2014). They understand the heightened problem of youth suicide as a leading cause of death among young people. They recognize the ethical responsibility they have as counselors and administrators to take a proactive approach in preventing youth suicide, and they understand the responsibility of schools to create a setting that is sensitive to the factors that put students at risk for suicide and help promote healthy development. A study by the American Association of Suicidology (2008) found that only 22% of school counselors believed their graduate school training had properly prepared them to deal with the serious issue of youth suicide.

An abundance of tools and resources are available to guide suicide prevention efforts including specific school-based resources. Because of the vast amount, it can be difficult to select an appropriate program or tool to implement. An added dimension to the problem is the appropriateness of specific prevention and intervention models for a select region or population. A specific program's cultural relevance with diverse populations is not always apparent, and it may be difficult to determine the appropriateness of the resource for the populations represented at schools within the state of Alaska. A comprehensive analysis of suicide prevention programs identified for potential use in a school district is necessary to determine their relevance to the student population in the state of Alaska.

Throughout the state, a variety of suicide prevention trainings have been utilized to meet the requirements of the state and the needs of the adolescent population the schools serve. Experts in suicidology recommend that comprehensive school suicide prevention programs address three components including primary, secondary, and tertiary prevention (King, 2001). The requirements set forth by the state only require primary prevention practices, and do not require any additional training for administrators or school counselors who are often responsible for suicide intervention (ADEED, 2013). Secondary prevention, or intervention, is often the responsibility of administrators or school counselors and is outlined in a school's crisis intervention plan. Tertiary prevention, or postvention, is rarely addressed by the state or school districts alike. Many school districts within the state have taken it upon themselves to establish guidelines and formal processes to be taken when a student is at risk for suicide, has made an attempt, or when a student in the school has completed suicide.

The state of Alaska's primary prevention requirement entails all school district personnel complete a two-hour minimum annual training. Schools must make a decision each year on the specific training format and resources to be utilized (ADEED, 2013). The training provided to school personnel is the choice of each individual school district; however, the training must be approved at the state level. Often school counselors will take the lead in selecting material to present to school faculty and staff, and a greater awareness of the programs and resources available will aid in this decision. As stated by Harris and Jeffrey (2010), school counselors often express uncertainty in their school policies and often feel ill-prepared to work with student high risk behavior including suicide. An analysis of suicide prevention programs being utilized among Alaska high schools, and those resources available that are not currently being used, will provide school personnel at all levels with knowledge of how their current practices compare to

other districts in the state and to national recommendations. Knowledge of program structure and implementation can open doors to discussions on how to better prepare personnel to respond to the serious problem of youth suicide. It is important to ask the following questions: What evidence-based or best practice programs are appropriate for school-based suicide prevention? How do these programs differ based on specific characteristics that school districts may need to know to make an informed decision regarding possible use in their schools? Also, what programs are approved for use in Alaska school districts and how do they compare to those highly utilized in other areas of the nation?

It is often in the professional development days prior to the start of the school year when annual suicide prevention training is presented to school staff. For school counselors who are tasked with presenting this required training, fitting in extra planning during arguably their busiest time of year with registration and new students can be difficult. Having a resource to quickly guide them to culturally relevant and ready-to-use materials from a variety of programs and tools can make this process easier, more effective, and efficient. Often the state will offer or recommend the same materials a number of years in a row, with many staff members viewing the same materials multiple times. With the importance of suicide prevention training for school faculty and staff, it is even more important that the training be effective, interactive, and engaging. While the minimum standards set forth are two-hours of training, the goal should absolutely be for continued training and extended learning for all members of a school community. School personnel must embrace the policy and be dedicated to continued education and attention given to suicide prevention throughout the school year.

### **Literature Review**

Suicide remains a serious risk for the adolescent population. As stated previously, suicide is the third leading cause of death among youth ages 10 to 24 and responsible for approximately 4,600 youth deaths per year (CDC, 2012). It is estimated 16% of high school students in the United States have strongly considered suicide (CDC, 2007). Many more young people attempt suicide and survive than actually complete. Each year it is estimated 157,000 youth require medical treatment for self-inflicted injuries. For American Indian/Alaska Native (AI/AN) youth, the risk is even greater. Suicide remains the second leading cause of death for AI/AN youth ages 10 to 24. Alaska itself contends with the highest suicide rate per capita of any state in the nation with 21.8 suicides per 100,000 people (Alaska Bureau of Vital Statistics, 2009). Suicide prevention remains a serious issue needing attention among the adolescent population.

Schools began addressing suicide prevention in the early 1980s as a response to a growing rate of suicide (White & Morris, 2010). As youth spend the majority of their time in schools, it is a logical setting to reach out to students who are at-risk for suicidal thoughts or behaviors. It can be argued that school personnel should have an understanding of what causes suicide in order to better understand suicide prevention efforts. There are a number of theories on suicide, many sharing a number of the same qualities (Ribeiro, Bodell, Hames, Hagan, & Joiner, 2013). Interpersonal theory on suicide states students troubled with social isolation or a perception of being a burden to themselves or others are those who feel a desire to commit suicide. Several features of Interpersonal theory are shared by many other theories on suicide prevention, including Escape theory which believes individuals go through a six-step chain of events that culminates in a suicide attempt. Not surprising with the number of theories on

suicide, there are also a wide variety of approaches to suicide prevention. School-based interventions have taken on many forms, with five main program types typically utilized: gatekeeper, screening, awareness and education curricula, peer leadership, and skills training (Katz et al., 2013). Educators and professionals have created specific programs for implementation at schools, while other professional organizations have been created to provide resources and support to schools, families, and students. A variety of these programs and resources are utilized in school settings to provide suicide prevention and intervention training in a compact format.

### **Defining a Comprehensive Suicide Prevention Program**

Reviews and studies have been conducted to breakdown and compare evidence-based, best practice, and highly utilized suicide prevention programs (Katz et al., 2013; White & Morris, 2010). Evidence-based programs are defined as those backed by scientific research (SPRC, 2014). Evidence-based programs have shown to be effective in suicide prevention, meaning lower rates of suicidal behaviors, lower rates of factors known to contribute to suicide, or heightened rates of factors known to decrease suicidal behaviors. The Suicide Prevention Resource Center (2014) refers to best practice programs as those shown to adhere to a required set of program development standards and current recommendations. Studies comparing these types of programs typically provide information regarding appropriate programs for primary suicide prevention in schools. Other studies have analyzed the necessary components of effective, comprehensive school counseling programs (King, 2001). Miller, Mazza, and Eckert (2009) conducted a comprehensive review of 13 evidence-based suicide prevention programs aimed at youth in school settings in order to compare the outcomes from a statistically significant standpoint. Because the study focused on outcomes, it did not provide any comparison for



implementation and feasibility. A number of studies are similar in their quest to determine the effectiveness of suicide prevention programs for school settings, which is highly important. Comprehensive reviews of programs are not typically directed at education professionals who are tasked with designing and implementing programs into schools.

Professional organizations have developed lists of evidence-based and best practice school-based suicide prevention programs. Organizations of reference include the Suicide Prevention Resource Center (SPRC) Best Practices Registry (BPR), the Substance Abuse and Mental Health Services Administration's (SAMHSA) National Registry of Evidence-Based Programs and Practices (NREPP), the American Foundation for Suicide Prevention (AFSP), the American Counseling Association (ACA), and the American School Counselor Association (ASCA). The NREPP offers a searchable database in which individuals can access information about a variety of recommended programs; however, the database simply provides links to program sites rather than providing an organized overview of the programs in order to better understand and compare. Often the links to program information is simply the publisher's sales page which tells little about the program structure, research conducted, or implementation.

### **Considerations in Selecting Programs and Resources**

Before reviewing the components and appropriateness of a suicide prevention program, the vital components of a comprehensive school-based suicide prevention program must be discussed. A number of organizations have put forth model programs and guides for building a comprehensive suicide prevention program including the AFSP, ASCA, SPRC, The Trevor Project, and the Suicide Prevention Action Network (SPAN). Besides the necessary components to assess in a suicide prevention program, these guides also direct professionals to considerations one must take into account when selecting or choosing to implement certain suicide prevention

efforts. The SPRC identifies a comprehensive approach for suicide prevention, drawn primarily from the United States Air Force Suicide Prevention Program. The approach outlines necessary components of suicide prevention that include identifying at-risk students and behaviors, helping develop life skills, promoting social behaviors and networks, promoting help-seeking behaviors, providing mental health services to students, decreasing access to potentially lethal means in suicide, and setting and following crisis management procedures.

In planning suicide prevention strategies, the goals and important considerations must first be clear. SPAN USA (2001), the public policy division of the AFSP, directs professionals to crucial concerns that must be discussed and considered. First and foremost, professionals must consider a program's potential to reduce or eliminate self-injury or self-harm. One must be aware of potential social, ethical, legal, or economic drawbacks or impacts. Finally professionals must consider which methods are the best to implement after assessments are made. Each of these considerations must be taken into account during the planning stages; however, constant assessment of these concerns must be on-going to truly evaluate program effectiveness. The next step in preparation is identifying suicide prevention tools, resources, and programs. SPAN USA identifies important factors of each prevention tool to consider including if the suicide prevention resource works. This process would include identifying research studies conducted that are relevant to the population in which the tool is meant to be implemented. Counselors and administrators will often use this information about program and resource effectiveness to help advocate for funding and policy updates. As in the early planning considerations, the cost and impact of the program or resource must be assessed and ways to improve or implement the program should be examined. Resources should, however, be utilized with as little change as possible to the way they were intended to be implemented (SPAN USA, 2001). Changes in

program structure and implementation can affect outcomes and effectiveness. Programs should have a focus on increasing protective factors and decreasing risk factors for students. SPAN USA recommends that prevention programs be long-term and include regular interventions to help reinforce set goals. As stated by many organizations, the inclusion and involvement of parents and families most often has a greater effect than prevention or intervention strategies that simply focus on the individual (AFSP et al., 2014; SPAN USA, 2001). Programs should promote help-seeking behaviors in all settings – not just within the school. Additionally, programs must be appropriate for the age and development level of students, as well as culturally sensitive to the entire student population.

The model school district policy for suicide prevention put forth by the AFSP, ASCA, NASP, and the Trevor Project (2014) immediately points to the importance of the involvement of parents. While parents and guardians play a key role in suicide prevention, it is only logical to keep them informed and involved in decisions related to the well-being of their child. Providing resources and educating parents about risk factors and protective factors can assist them in getting their child assistance when it is necessary. Specifically for the Lesbian, Gay, Bisexual, Transgendered, Questioning population, acceptance by parents can be a strong protective factor for students. The policy supported by these organizations includes four main components of prevention. These components include developing and implementing a district policy for suicide prevention with a designated coordinator, required and extended staff professional development, youth education and curriculum that is developmentally-appropriate and student-centered, as well as distribution and publication of the program and materials.

**Components of a Comprehensive Suicide Prevention Program**

There are many elements to consider when selecting programs or resources to implement in a school setting. The State of Alaska Department of Education and Early Development (EED) is responsible for designating the recommendations and requirements for suicide prevention training in Alaska schools (ADEED, 2013). The department specifically designates which suicide prevention programs and trainings meet the standards set by Senate Bill 137 Chapter 34 SLA 12 - Required Suicide Awareness & Prevention Training. As stated, the state requires a minimum of two hours of training in suicide prevention annually for staff. Training must be provided to all teachers, counselors, administrators, and specialists who serve grades 7-12 in a public school. Most programs are specifically directed at secondary education audiences; as suicide is not as prevalent in elementary years (AFSP et al., 2014). This secondary school focus is not to say that suicide prevention should not begin in the elementary school years. Many of the practices at the core of suicide prevention are necessary in the early years to assist students in healthy development such as increasing protective factors and decreasing risk factors. While school districts are governed by state and national standards and policies, the requirements are often minimal. Extension activities and on-going suicide prevention is important and often selected at the district, school, and department level. Whether it is to meet the requirements of state-mandated annual training or to meet the need of an at-risk student population throughout the entire school year, a variety of factors must be considered.

**Prevention targeting.** Before suicide prevention tools can be identified, the population or audience must be defined. A variety of tools will be available for staff education, parent education, community outreach, and the prevention tools directed at the student population specifically. Prevention strategies directed at staff for professional development are often easier

to define, whereas prevention and intervention directed at students can occur in a variety of formats.

**Level.** Most organizations promoting suicide prevention identify three levels of suicide prevention targeting for student populations (SPAN USA, 2001; SPRC, 2014). The first level, universal, includes suicide prevention efforts directed at large populations. Often universal prevention comes in the form of education, media campaigns, or school-wide screening initiatives (SPAN USA, 2001). The second level, selective, specifically targets students who are at heightened risk for suicidal thoughts and actions. This focus could include peer support groups for populations identified as being high risk. Further discussion into at-risk populations will be discussed in cultural considerations. The final level, indicative, involves early intervention typically on a one-on-one basis. Indicative suicide prevention often comes in the form of individual identification, treatment, and skill-building and most often resembles a client/clinician relationship.

**Stage.** School personnel must also make decisions about which stage of suicide prevention would be most appropriate and effective in decreasing suicide risk in their schools. While level indicates the population an intervention is directed at, the stage indicates the timing of intervention (SPAN USA, 2001). Suicide prevention programs and resources are most often directed as a specific stage of prevention; however, some offer materials and support for numerous stages of prevention (SPRC, 2014). The first stage of prevention is primary prevention or early prevention. This stage can be described as prevention measures before a suicide occurs and targets the causes of suicidal behaviors (SPAN USA, 2001). Some of the goals of primary prevention are to prevent isolation or alienation of youth, combatting bullying, and better access to mental health and behavioral support. Primary prevention measures could

also include media campaigns to lessen access to lethal means for youth. Another stage of suicide prevention is secondary prevention or intervention. This stage is defined as prevention efforts happening as a suicide occurs. Intervention includes early detection of suicide risk factors and proper referral for support and treatment. Secondary prevention should strive to intervene as certain risky behaviors are occurring to prevent self-injury. The final stage of prevention is tertiary prevention or postvention. This stage is described as prevention efforts after a suicide or attempt has occurred. Postvention includes support and treatment to minimize the impact of self-injury and the likelihood of further self-injury. Postvention includes proper crisis response and management as well as proper referral for further services.

**Program effectiveness.** The assessment of program effectiveness is considered the scientific approach to determine if a program works (SPAN USA, 2001). The tasks put forth in this area are important for securing funding, advocating for program inclusions and improvements, and bringing administration and district personnel on board for supporting the use of suicide prevention efforts in school settings. According to SPAN USA (2001), this can often be the most difficult and time-consuming aspect of suicide prevention planning – often deterring schools counselors and personnel from seeking additional formal suicide prevention efforts.

The basic steps in assessing program effectiveness begin with identifying programs or strategies that are most likely to reduce self-injury and suicidal behaviors (SPAN USA, 2001). One must then consider the probable effects of a strategy's implementation including those mentioned previously: economic, social, legal, and ethical. Finally it must be determined the most ideal way to implement a particular strategy. With this comes the duty of repeated assessment throughout implementation to determine a strategy's effectiveness. Assessing the effectiveness of a prevention effort includes a number of considerations including the efficacy

and real-world effectiveness of a strategy. SPAN USA (2001) defines efficacy as the prevention effort's ability to work in ideal circumstances, while real-world effectiveness will help determine if a strategy will work once implemented in the real-world, or in this case, a particular school setting. This can often be difficult as some prevention programs and strategies have been thoroughly researched with a number of studies published while others have minimal evidence of effectiveness reported.

Other important considerations in program effectiveness include safety and cost effectiveness. School personnel, and particularly counselors, follow an ethical code of ensuring the safety of students to help successfully develop in areas of academics, career, and personal/social arenas (American School Counselor Association, 2010). The side effects of suicide prevention efforts must be analyzed to prevent any unforeseen harm to students such as causing distress to already vulnerable youth (SPAN USA, 2001). Cost-effectiveness often includes an economic analysis that school counselors and personnel may not be properly trained to compute. SPAN USA (2001) describes cost-benefit analysis as the cost society is willing to pay for a desired outcome. Counselors and personnel should consider the direct and indirect costs of a prevention effort, whether it be through personnel, training, travel, or productivity.

With all of the mentioned assessment, school counselors and administrators can make more informed decisions about prevention efforts to implement in their school; however, there is no easy or perfect way to select suicide prevention efforts so officials are challenged to do their best with the information that is available (SPAN USA, 2001). There is still a lot of research to be done on suicide prevention tools and strategies, leaving holes in the information available to school officials.

**Cultural considerations.** There are a large number of cultural groups who carry heightened levels of suicide risk that school personnel must be aware of. Many cultural groups will differ in their types of protective factors, risk factors, reactions to suicide, and typical help-seeking behaviors (Goldston et al., 2008). Suicide has a strong cultural context, and for this reason cultural sensitivity is a necessity in suicide prevention. Suicide prevention should take into account the unique values, norms, worldviews, teachings, and communication styles of a culture. Alaska is home to many diverse cultural groups, different than that of any other state in the U.S., which brings with it a unique set of cultural considerations to take into account when making decisions about suicide prevention. Some of the groups that are prevalent in the state of Alaska with heightened rates of suicide include Alaska Native, African American, homeless, and LGBTQ youth (AFSP et al., 2014). While this list is certainly not exhaustive, it is important to be aware of the characteristics and risk factors of these particular groups.

The heightened rate of suicide among American Indian and Alaska Native youth is devastating to the individual's family, friends, as well as the entire community (Mackin, Perkins, & Furrer, 2012). Suicide is the second leading cause of death for American Indian/Alaska Native youth ages 10 to 24 (CDC, 2007). Individuals working in suicide prevention with this population need to have an understanding of the effect on the community (Johnson & Tomren, 1999). Environmental factors and various stressors including the death of a family member, academic struggles, and the conflict between societal expectations and their cultural beliefs add to the heightened rates of suicide among Native populations. Johnson and Tomren (1999) noted American Indian/Alaska Native adolescents exhibiting higher levels of individualism tend to have heightened rates of suicide as well. Members of this population with major changes and shifts in their social and economic conditions have also exhibited heightened rates of suicidal



behavior. This information is especially important for school personnel in Alaska who are not only working in the rural bush communities with predominately Alaska Native populations, but also for school counselors and administration working with Alaska Native youth transitioning in and out of larger cities. The Indian Health Service, an agency of the U.S. Department of Health and Human Services (2014) dedicated to providing health services to American Indian and Alaska Native individuals, keeps an updated list of best and promising practices for suicide prevention. This list includes programs that have promise or have shown positive results (evidence-based) in working with the American Indian/Alaska Native population.

**Other considerations.** There are a number of characteristics of suicide prevention tools not yet mentioned that are imperative in planning for school-based prevention. Outside of cost, time itself is a major consideration in selecting strategies to implement (SPAN USA, 2001). Schools days are already packed with curriculum and activities, and a teacher's time with their students is a precious commodity. While intervention and postvention are stages of suicide prevention that are often reactive and must be fit into a schedule at a moment's notice, early prevention strategies can be more difficult to put into place. Some suicide prevention programs and organizations provide fully comprehensive suicide prevention efforts that require implementation throughout the school year, while others offer shorter trainings and curriculum that can be presented in an hour or two. The time commitment is another consideration for schools when selecting tools and strategies that will have a tangible effect on their students.

The type of suicide prevention delivery method is also a consideration in suicide prevention planning. Suicide prevention is typically characterized under five delivery methods: screenings tools, gatekeeper training, awareness and education curriculum, peer leadership, and skills training (Katz et al., 2013). Screening tools exist to identify students who may be at risk

for suicide. Screening can be done on an entire student population, with groups of at-risk students, or on an individual basis. Screening is often looking for heightened risk factors such as alcohol or substance abuse, depression or other mental health concerns, and past suicidal behaviors. Screening tools can garner false positives, but they are a tool for putting students and families in contact with referrals for support and treatment (Katz et al., 2013).

Gatekeeper prevention programs train individuals who have frequent access to the student population to identify the warning signs and symptoms of suicide and how to properly intervene. Gatekeeper training can be provided to faculty and staff who see students on a daily basis and have the ability to intervene when students identify as at-risk (Cooper, Clements, & Holt, 2011).

Awareness and education curriculum is a common means of school-based suicide prevention as it is a natural delivery system for school settings. The goal of suicide prevention curricula is to help students be more aware of the signs and symptoms of suicide and to promote help-seeking behaviors. Peer leadership training puts students in a position to identify signs and symptoms of suicide, teaches how to properly inform an adult, and promotes positive coping strategies in the school (Katz et al., 2013). Skills training approaches are not specifically directed at suicide; however, they teach life skills such as problem solving, coping strategies, decision making, and cognitive skills to help decrease risk factors and increase protective factors. Hybrid programs that combine a number of delivery systems including curriculum, gatekeeper training, and screening tools are showing promise when implemented in school settings (Cooper et al., 2011).

### **Program Selection Process**

In order to select a suicide prevention program and tools, one must search through the tremendous amount of information and education on suicide prevention that is available today. This undertaking is in large part the reason a quick access, easy to understand resource is necessary for the Alaska population. To begin the program selection process, nationally recognized foundations and best practice registries were scoured for suicide prevention programs that have met particular criteria and were evidence-based. Programs were selected from the Suicide Prevention Resource Center (SPRC) Best Practices Registry (BPR) (2014). The SPRC BPR pulls data from two sources including the SPRC/AFSP Evidence Based Practice Project (EBPP) and the Substance Abuse and Mental Health Services Administration's (SAMHSA) National Registry of Evidence-Based Programs and Practices (NREPP). Programs under the BPR are stated to have gone through heavy amounts of evaluation and must have shown positive outcomes (SPRC, 2014). The BPR currently lists 23 programs as evidence-based best practice for suicide prevention. According to the SPRC (2014), to qualify as evidence-based under the BPR, scientific research of a program must have concluded a reduction in suicidal behavior or changes in risk and protective factors. Eleven programs were immediately eliminated for inclusion in this project as they were not designed or easily implemented in a school setting. These programs included Attachment-Based Family Therapy (ABFT), Brief Psychological Intervention and Intentional Self-Poisoning, Dialectical Behavior Therapy (DBT), Dynamic Deconstructive Psychotherapy (DDP), Emergency Department Means Restriction Education, Emergency Room Intervention for Adolescent Females, Kognito At-Risk for College Students, Kognito Family of Heroes, Multisystemic Therapy with Psychiatric Supports (MST-Psychiatric), PROSPECT (Prevention of Suicide in Primary Care Elderly: Collaborative Trial), and Reduced

Analgesic Packaging. That left 12 programs that are appropriate or could be used with an adolescent population in a school setting. Programs were then cross-referenced with the State of Alaska's Department of Education and Early Development (ADEED) list of programs currently utilized in an Alaska school or meeting state criteria (ADEED, 2013). Five of the 12 remaining programs were not listed on the state approved programs or did not meet curriculum standards including CARE (Care, Assess, Respond, Empower), Kognito At-Risk for High School Students, Model Adolescent Suicide Prevention Program (MASPP), QPR Gatekeeper Training for Suicide Prevention, and the United States Air Force Suicide Prevention Program. These programs were not immediately excluded from inclusion; even though they may not currently meet requirements for the mandated annual training by the state, the need for a variety of resources for the student population and extended training is still considered.

The 7 programs falling both on the SPRC BPR and the ADEED list were the first programs reviewed for their use in Alaska schools. These programs included American Indian Life Skills Development/Zuni Life Skills Development, CAST (Coping and Support Training), LEADS: For Youth (Linking Education and Awareness of Depression and Suicide), Lifelines Curriculum, Reconnecting Youth, SOS Signs of Suicide, and Sources of Strength (ADEED, 2013; SPRC, 2014). Other resources were slated for review and further research based on recommendations by professionals, high amount of resources and collaboration with national recognized organizations, and frequent use and training within Alaska. These included the Jason Foundation, The Trevor Project, ASIST (Applied Suicide Intervention Skills Training), safeTALK, as well as the 5 programs listed on the BPR but omitted from the state of Alaska's EED listing. Suicide prevention for school settings is needed in a variety of formats and for a variety of audiences. Programs and resources were reviewed for the considerations previously

mentioned when looking to implement suicide prevention tools, but also for variety and access. Resources would need to be included to meet the state's mandated training requirements and for counselor's themselves to be better prepared to intervene in instances of suicidal thoughts and actions expressed by students. Resources included should have variety in their presentation format – many to be free and accessible with the click of a link. Resources were also sought after that provided short term and long term options for working with at-risk youth and that met the needs of a variety of cultures represented in Alaska schools. For purposes of time and to keep the website simplified, a goal of minimizing the list to 8 to 10 programs and resources was determined.

### **Suicide Prevention Programs and Resources**

A final count of 9 suicide prevention programs or resources were selected for inclusion in the resource, with 5 programs/resources mentioned as useful tools that did not either fall under currently utilized programs in the State of Alaska or shown to be evidence-based through scientific research. Each program is evaluated based on how it is to be utilized or presented (format), accessibility, any relevant research or reviews conducted, and cultural considerations. Programs are listed in alphabetical order.

#### **American Indian Life Skills/Zuni Life Skills Development**

The American Indian Life Skills Development/Zuni Life Skills Development program was created in response to the heightened rates of suicide among the American Indian population (SAMHSA, 2014). The program includes a series of lesson plans directed at specific experiences and challenges faced by the American Indian or Alaska Native adolescents aged 14-19. The lessons are taught using a team-teaching approach with the classroom teacher and a community member or social services agency representative. The original Zuni Life Skills

Development program was developed specifically for the Zuni Pueblo population in New Mexico; however, the American Indian Life Skills Development program was designed to reach a broader audience of American Indian and Alaska Native youth with cultural modifications.

**Format.** The program is delivered as a curriculum of 28-56 lesson plans designed for the school setting (SAMHSA, 2014). Ideally the program is delivered over 30 weeks with lessons delivered three times weekly. Lessons cover a variety of material intended to increase protective factors and decrease suicidal actions in students. Some of the topics include knowledge about suicide, identifying emotions and stress, building self-esteem, increasing problem solving abilities, sexuality, anger management, depression, and goal setting. The team-teaching approach includes an individual from the school as well as a community member from the specific culture to help deliver the lessons in a more culturally relevant manner. This format can be conducive to Alaska Native Education programs and resources offered within the school settings. Lessons are delivered in a skills-based approach where the teachers educate students about a topic, demonstrate how to use the skill, and then provide feedback to students on their use of a skill (University of Wisconsin Press, 2014). Scripted narratives and scenarios are provided.

**Accessibility.** The curriculum for the American Indian Life Skills Development program is distributed in a book format from the publisher, The University of Wisconsin Press (2014). The book is available online for a relatively low cost for schools of forty dollars. No further materials or trainings are offered or required for users of the curriculum. The publisher's site offers contact information to request interviews, review copies, and event information. Cultural modifications have been made to the curriculum for specific tribes and may be available at an additional cost, although further information was not found (SAMHSA, 2014).

**Research and reviews.** Researchers conducted an evaluation on the original Zuni Life Skills Development program to better understand the effectiveness of a skills-based approach on the behaviors and cognitions of students tied to suicidal behaviors (Laframboise & Howard-Pitney, 1995). The study looked at 128 Zuni adolescents who completed the program curriculum in a language arts class over an entire school year. Each classroom was led by a non-Zuni teacher paired with a Zuni community resource person. Outcomes were assessed using the perspectives of the students themselves, peers, teachers, and trained American Indian observers. The study showed significant results in the reduction of hopelessness, using Beck's Hopelessness Scale, and suicide probability. Ratings of suicide and self-efficacy were not affected. There were no other current research studies found on the American Indian Life Skills Development curriculum.

**Cultural components.** The American Indian Life Skills program is unique in its approach directed at the American Indian/Alaska Native population. The program recognizes there are vast cultural differences among various tribes and upholds the importance of cultural sensitivity. The inclusion of the team-teaching approach with a member of the tribal community brings the specific cultural considerations directly into the lessons. Community members have the ability to bring Native languages and experiences into the classroom. The program is also on the Indian Health Services list of Best and Promising Practices for suicide prevention (IHS, 2014).

### **CAST (Coping and Support Training)**

The CAST (Coping and Support Training) program is directed at high school students who have been previously identified as at-risk for suicide (SAMHSA, 2014). This program often is used in conjunction with other programs, and it is intended to follow a screening program such

as the recommended CARE (Care, Assess, Respond, Empower) program by the same creators. The CAST program is delivered by a school counselor or trained staff member over six weeks in a small group format. The focus is on mood management, improved academic success, and decreasing drug use.

**Format.** Designed for adolescents aged 14-19 years, the CAST program can be delivered to a universal population, to students with heightened risk for suicide, or to specific individuals as needed (Reconnecting Youth Inc, 2014a). The program works with a focus on increasing life-skills and social support with a component directed at substance abuse. The program consists of twelve lessons, approximately 55 minutes each in length. Beginning with a welcome and orientation lesson and culminating in a graduation celebration, the topics include group support and self-esteem, setting and monitoring goals, building self-esteem, decision making steps, anger management, drug use and health choices, school smart, preventing slips and relapses, recognizing progress, and staying on track. Lessons and activities are typically delivered to selected or invited students in groups of 6-8 to foster group support. The curriculum is also promoted as appropriate for universal presentation. The program components are often delivered outside of class time before or after school or in a pull-out fashion for selected students with lessons typically occurring twice a week. The CARE screening tool, often used in conjunction with the CAST program, is a two-hour computer assessment used to identify at-risk youth designed to be followed by two-hours of counseling and support.

**Accessibility.** The CAST program must be delivered by a trained individual. This requirement can pose a financial issue for school districts trying to reach more students due to its training cost of \$1100 per facilitator/trainer (Reconnecting Youth Inc, 2014a). There are additional costs of \$425 for training materials and approximately \$450 for the curriculum kit



available from the company, Reconnecting Youth Inc. Training in Alaska is typically offered once a year in Juneau. Reconnecting Youth Inc. provides resources for financial support including grant writing tools, suggested resources, a list of grant funding opportunities, and helpful Internet links.

**Research and reviews.** A study was conducted on the efficacy of the CAST program and effectiveness was measured using the High School Questionnaire: A Profile of Experiences (Eggert, Thompson, Randall, & Pike, 2002). The final research population included 460 students from seven high schools in the Pacific Northwest who were identified as at-risk for drop-out. The CAST results were compared with usual care of an at-risk youth, which consisted of a 30-minute one-on-one session with a school counselor or nurse. The results showed significant decline in positive attitudes about suicide and suicidal ideation in the youth. The study also indicated an increase in problem-solving, coping skills, and personal control in students receiving the program as compared to students not receiving the program. The SAMHSA cite states the program is currently being researched with middle school populations as well (SAMHSA, 2014).

**Cultural components.** The CAST program also resides on the Indian Health Services Best and Promising Practices for suicide prevention (IHS, 2014). No other information was found about the program's use with minority and culturally diverse populations.

### **LEADS: For Youth – Linking Education and Awareness of Depression and Suicide**

The LEADS: For Youth program is a school-based curriculum aimed at linking depression with suicide risk (Suicide Awareness Voices of Education, 2014). The program is comprised of a three-hour curriculum directed at high school students through lectures and discussions on depression, risk factors, protective factors, and community resources. Designed

for students in grades 9-12, the program focuses on delivering knowledge, changing perceptions, providing access to resources, and improving help-seeking behaviors pertaining to depression and suicide (SAMHSA, 2014).

**Format.** The LEADS program is provided in a compact, three-hour curriculum delivered to students ideally one-hour per day for three days (SAVE, 2014). The program is intended to be delivered to a universal population of students. The curriculum includes time for classroom lessons and incorporates classroom discussion, which is a key component of the program. Lesson kits come equipped with a complete outline, key topics, a presentation tool either via PowerPoint or handouts and supplemental activities. Each lesson incorporates class lecture and presentation, individual and group activities, classroom discussion, followed by activities and homework that can be provided for outside of school. Technology-based activities that strive to connect with youth are included such as blogging and email activities.

**Accessibility.** The program is available through the Suicide Awareness Voices of Education (SAVE) organization at a cost of \$125 for the full curriculum, activities, and teacher CD-ROM (SAVE, 2014). The program does offer copies of the Day 1 and Day 2 sample lesson plans for download at their site free of charge. There are no other trainings or materials required.

**Research and reviews.** A study was conducted to measure knowledge and perceptions of depression and suicide using a population of youth in nine schools in Minnesota (Leite, Idzelis, Reidenberg, Roggenbaum, & LeBlanc, 2011). Students were given surveys prior to and after being delivered the LEADS curriculum. A total of 901 student pre-tests were collected with 817 student post-tests completed. The study's researchers assessed knowledge of depression and suicide by using pretest, posttest, and follow-up surveys. A comparison group from an additional five schools in Minnesota were administered the same surveys. Findings

showed youth were fairly knowledgeable about depression and suicide prior to receiving the curriculum but did show improvements in their knowledge in areas such as risk factors and health symptoms. The number of youth identifying depression as a medical illness emerged as a significant finding in the study. Students in the treatment group showed more positive perceptions about depression and suicide, but there was not a significant difference in help-seeking behaviors.

**Cultural components.** The SAVE organization does not provide any direct information as to the cultural sensitivity of the LEADS: For Youth program. The research study conducted included a population of primarily White students; therefore, it does not provide any insight into the program's use with a diverse population.

### **Lifelines Curriculum**

The Lifelines Curriculum is a suicide prevention program developed as a trilogy to provide suicide prevention efforts to the whole school population (SAMHSA, 2014). The goal of Lifelines is to promote help-seeking behaviors so that suicide is not kept secret. The program seeks to create a caring and competent school community to help reach its goals (Hazelden Publishing, 2014). The first part of the trilogy provides information to students including facts on suicide and their role in prevention. The second portion of the trilogy provides information on intervention tactics, while the third portion provides tools for postvention in the event a suicide occurs. The program was designed for students in grades 8-10 but states it can be used for students up to grade 12.

**Format.** The Lifelines Curriculum is intended for the whole school population and includes resources for administrators, faculty and staff, students, and parents (Hazelden Publishing, 2014). The program seeks to help members of the school community identify

students who are showing signs and symptoms of suicide, respond to these students, and how to get them help. The program also seeks to help students identify and access resources and alternative options to suicide. Training is offered in three separate one-day training sessions or presented as a trilogy to cover all three segments. The segments include Lifelines Prevention Curriculum Implementation, Lifelines Intervention, and Lifelines Postvention.

The curriculum intervention section includes four 45-minute lessons for students that help them identify suicidal behavior, respond effectively, and obtain help (Hazelden Publishing, 2014). These lessons are often easily incorporated into required physical education or health classes. The curriculum intervention assists school personnel in properly identifying and responding to students who may be suicidal. The intervention section is specifically designed for school personnel who have the ability to identify and intervene with potentially suicidal students. The program uses the “Tell Me More” approach to intervention and helps schools develop proper referral procedures and tools for engaging students and parents. The postvention section of the trilogy assists school personnel in details pertaining to the aftermath of an attempted or completed suicide.

**Accessibility.** Each portion of the Lifelines Curriculum trilogy is sold individually at differing costs (Hazelden Publishing, 2014). The Lifelines kit for curriculum implementation, which includes the manual, CD-ROM, and two DVD’s, is available through the publisher for \$225. The Lifelines Intervention kit includes the manual, CD-ROM, and DVD and is available for \$149, and the Lifelines Postvention kit including manual and CD-ROM is available for \$99. The three training sessions provided by Lifelines staff are not required to implement the program and are only available in a small number of states; however, the program offers contact information for other states interested in participating in trainings.

**Research and reviews.** An unpublished study presented to SAMHSA evaluated the Lifelines Curriculum on knowledge and attitudes about suicide and suicide intervention (SAMHSA, 2014). A group of predominately White students in Maine ages 13-17 were presented the lessons during physical education class and assessed using the Lifelines Student Questionnaire. The students showed significant improvement in knowledge about suicide, attitudes about suicide and suicidal intervention, attitudes in seeking help from adults, and attitudes about keeping a friend's suicidal thoughts a secret. No other information about the study was available, as the research was conducted specifically by the State of Maine for their own use and was unpublished.

**Cultural components.** The Lifelines Curriculum is not known to have been implemented with any culturally diverse populations or to have any culture-specific adaptations (SAMHSA, 2014). The program has mostly been implemented in Maine but is quickly spreading to other states.

### **Reconnecting Youth**

The Reconnecting Youth (RY) program is a school-based initiative specifically directed at secondary students who are struggling academically and at-risk for dropping out of school (Eggert & Nicholas, 2003). The research-based program includes a semester-long class, bonding activities, parental involvement, and crisis intervention strategies for working with this population. Designed for adolescents ages 14-19, the program teaches skills to build resiliency against risk factors and for early prevention of substance abuse and emotional difficulties (SAMHSA, 2014). The Reconnecting Youth program identifies eligibility criteria; students are to have fallen below the average number of credits for students in their grade level, have

attendance issues, and have a significant drop in academic performance or to have shown a previous record of dropping out of school.

**Format.** There are three components included in the program structure (Reconnecting Youth Inc., 2014b). First, the program curriculum consists of 75 lessons that are designed to be offered as a semester-long for credit course. A trained facilitator delivers lessons on self-esteem, decision making, personal control, and interpersonal communication. Classes consist of 10-12 students who are invited to participate in the program. The second component of the program is social bonding and school relevant activities designed to promote involvement and connection with the students' school and healthy social activities. The third component is a school crisis response plan to prepare staff members to properly identify and respond to students who may be suicidal and for proper suicide postvention.

**Accessibility.** Facilitators of the Reconnecting Youth program are required to attend training at a cost of \$1100 per facilitator (Reconnecting Youth Inc., 2014b). Additional costs include \$300 for training materials and approximately \$320 for the curriculum kit. As with the CAST program, offered by the same company, the facilitator training is typically offered once a year in Juneau, AK. Resources for grant writing and a list of grant funding sources and links are provided at the company's website. The program site provides a guide and checklist for creating a school crisis response plan that is accessible free of charge.

**Research and reviews.** The first study conducted on the program provided the program curriculum to a group of high school students over a semester to identify effects on drop-out rates and drug use (Eggert, Seyl, & Nicholas, 1990). Assessments utilized included the High School Questionnaire: Profile of Experiences and school records. GPA's were shown to decrease and absenteeism increased from the first test to second pretest administered to students

two and half months later. However, GPA's were shown to increase and absenteeism decreased from the second pretest until posttest at the end of the 5 month semester. The study's researchers found significant reduction in negative drug use consequences, degree of drug use, and total drug involvement. The second study's researchers provided the curriculum to a group of 259 students over a semester and used a control group of 158 students who were on a regular school day schedule (Eggert, Thompson, Herting, Nicholas, & Dicker, 1994). GPA's and perceived academic success increased for the students receiving the program while both factors decreased for the control group. Absences did not show a significant difference for either group; however, students in the experimental group perceived more success in their attendance. The students exposed to the program showed a reduction in drug use while use among the control group increased, although results were not significant. The experimental group demonstrated a significant reduction in frequency of hard drug use and drug control problems and consequences over time.

**Cultural components.** As with the CAST program also offered by Reconnecting Youth Inc., little information exists about the cultural significance of the program or its sensitivity to diverse populations. The program resides on the Indian Health Service's list of Best and Promising practices for suicide prevention (IHS, 2014).

### **SOS Signs of Suicide**

The SOS Signs of Suicide program is an evidence-based, nationally recognized suicide prevention program for middle and high school students (Screening for Mental Health, 2010). The program has been implemented by over 7,000 schools throughout the United States (SAMHSA, 2014). SOS includes peer intervention strategies, screens for depression and suicide risk, and educates students about depression in order to lessen the stigma associated. The

program is intended for adolescents ages 13 to 17, with middle school and high school programs offered. The SOS Signs of Suicide main program kit is not as easily accessible as some other resources, and can come with some additional costs for a school district. The program, however, is one of the most utilized and researched of the school-based suicide prevention programs.

**Format.** The SOS program combines many of the previously mentioned types of suicide prevention: education curriculum to bring awareness to students, gatekeeper training for adults, and a screening tool (Screening for Mental Health, 2010). The SOS program, listed as a best practice with the SPRC and listed under the State of Alaska's approved programming list, also provides training resources for faculty and staff. Two gatekeeper training programs are offered in the form of a 22-minute DVD recommended for staff meetings or a 90-minute online training module.

**Accessibility.** The SOS program is currently offered through its publisher, Screening for Mental Health, Inc. (SMH, 2010). The SOS Signs of Suicide High School program kit is available at a cost of \$395. This kit, designed to include materials for 100 students, includes 100 copies of a student newsletter, the screening form, a customizable wallet card, and a student response card. Buying the kit will also provide the school with a gatekeeper training DVD for school personnel and teachers as well as an information DVD for students. Finally the kit includes promotional posters to promote help-seeking behaviors, a "will to live" kit, and an implementation guide. Implementation training for school personnel is available at a cost of \$2,000 for a full day and \$1,600 half-day, both onsite, but is optional and not required by the publisher to purchase the program. The middle school program is available at the same cost to schools.



The SOS program offers some free resources to schools and individuals online or by request (SMH, 2010). The 90-minute SOS gatekeeper training, Plan, Prepare, Prevent, is available as an online module and is certified for potential Continuing Education credits for schools psychologists, counselors, nurses, and social workers. The module is available free of charge after a brief registration. This module not only provides gatekeeper training for identifying and reporting the signs and symptoms of suicide, but it also provides the user with an overview of the SOS program should they be considering implementing the program in their school.

**Research and reviews.** Aseltine and DeMartino (2004) conducted an outcome analysis of the SOS Signs of Suicide program between 2001 and 2002. The study included 2,100 students from three high schools in Hartford, Connecticut and two high schools in Columbus, Georgia. The main goal was to better understand the short-term effect of the SOS program on student knowledge, suicidal thoughts and behaviors, and help-seeking behaviors. The study showed a significant reduction in self-reported suicide attempts and indicated greater amounts of knowledge on suicide and depression among the student population. There was not, however, indications of significant reduction in suicide thoughts or an increase in help-seeking behaviors observed. Some limitations of the study noted were the lack of diversity in geography and student population and a lack of understanding of the long-term effects of the SOS Signs of Suicide Program.

**Cultural components.** Aseltine, Schilling, James, and Glanovsky (2007) conducted an extension analysis using the data from the previous study to better understand the effectiveness long-term of the SOS program. This study extended to include students from western Massachusetts and increased the sample population to 4,133 students. This study added another

year's worth of data from 2002-2003. Similar results were reported of a significant reduction in suicide attempts and knowledge of suicide and depression. No other significant changes were reported. The change in student population including race, ethnicity, grade, and gender did not have an effect on the outcome. The Indian Health Service lists the SOS program on its list of best and promising practices and identifies it as having been effective with an American Indian/Alaska Native population.

### **Sources of Strength**

The Sources of Strength program is a best practice school-based program with a focus on the importance of peer support and social networks (Sources of Strength, 2014). The program strives to build connectedness to combat issues such as bullying, substance abuse, and subsequently suicide. The Sources of Strength program puts less focus on educating about risk factors and more focus on hope and resiliency. Directed at middle and high school students, the Sources of Strength program relies on caring adults and peer leaders to operate effectively.

**Format.** The program, designed to be delivered to universal populations, works to build protective factors in youth to prevent suicidal thoughts and actions (Sources of Strength, 2014; SAMHSA, 2014). Schools designate 2 to 5 caring, adult advisors to mentor and train approximately 10 to 50 student peer leaders. Peer leaders are selected from nominations from students, teachers, and school personnel and should be diverse in their student representation. Peer leaders are trained to deliver and conduct well-planned and engaging activities and lessons to help change group norms in the school. These activities cover a variety of harmful behaviors and coping strategies including self-harm, unhealthy sexual behaviors, substance use and abuse, and bullying prevention (Sources of Strength, 2014). Adult advisors are provided with lesson plans, activity sheets and guidance, and a field guide for implementing training, keeping on task,

and timelines for activities. The program relies on positive messaging, posters, and public service announcements to help change student behaviors.

**Accessibility.** Schools planning to implement the program should estimate a cost of \$5,000 per adult advisor (Sources of Strength, 2014). The creator offers a grant writing packet and some scholarships are available. Adult advisors should expect to devote approximately forty hours over 3-6 months, including a 3-6 month training and orientation and brief monthly teleconferences with Sources of Strength staff. Peer leaders should expect to devote 15-50 hours of their time, including an initial four-hour training session. The Sources of Strength program offers an adult advisor field guide that is available free of charge on their website that is full of implementation tips and ideas, step-by-step lessons and activities, as well as a thorough list of games and resources to implement in a school. This field guide could be used as a separate resource for individuals not able to fully implement the program but interested in engaging small group activities to address a particular issue. The program site also offers a number of other free and easily accessible resources for school personnel including videos on suicide prevention and coping strategies, forms and handouts, and a multitude of outside resources.

**Research and reviews.** A study including eighteen high schools was conducted to examine the effectiveness of the Sources of Strength program in increasing protective factors (Wyman et al., 2010). The program was delivered to the entire student population of the schools, with surveys given to all of the 453 peer leaders and a random selection of 2,675 students. The scale and survey utilized was the Help-Seeking from Adults at School scale to interpret the attitudes and help-seeking behaviors after three months of program implementation and messaging. The research showed significant changes in norms across the entire school population. Most significant were changes in perceptions that adults can provide help to suicidal

students and acceptance of help-seeking behaviors from adults. The largest positive increase was among students with past suicidal ideation.

**Cultural components.** The Sources of Strength program has gone to lengths to ensure the program is culturally sensitive to a diverse population. The program encourages schools to recruit peer leaders that represent the various cultural groups of a school and friendship groups (Sources of Strength, 2014). The program was originally developed with tribal and rural suicide prevention partners in North Dakota. School-based programs with Native youth have incorporated stories from elders and traditional languages into their use of the program. The Sources of Strength staff includes a tribal coordinator who works with Native populations to implement the program. In addition to tribal groups, the program has offered multiple adaptations for a variety of cultural groups including military, LGBTQ, Latino-based communities, and faith-based groups. Initiated peer leader trainings are designed to be used to tailor activities to the cultural populations of their schools. The program also resides on the Indian Health Service's list of Best and Promising Practices for suicide prevention with Native populations (IHS, 2014).

### **The Jason Foundation**

The Jason Foundation is an organization that seeks to provide education and awareness about suicide through training modules and a variety of resources directed at youth, families, and professionals (The Jason Foundation, 2014). The foundation offers a number of programs including education curriculum, a faith-based approach, staff development, and community seminars. Directed primarily at students in grades 7-12, certain components of the foundation's resources are highly utilized in school settings.

**Format.** The Jason Foundation offers a variety of approaches to suicide prevention. The foundation's website offers an abundance of free educational materials including information on warning signs, risk factors, where to get help, and facts and statistics pertaining to youth suicide (The Jason Foundation, 2014). For educators, the foundation offers a series of Staff Development Online training modules which are often well suited for annual mandated trainings for their ease of use and access. For school personnel, the foundation also offers a curriculum program to be delivered in either a 3-day or 5-day format. The program lessons are flexible and include lesson plans, a PowerPoint presentation, and a DVD to enhance lesson discussions. The programs teach students about suicide awareness, peer support, and how to respond to peers in need. The foundation also offers a Coaches Assistance Program to help coaches identify team members who have certain changes in behavior and emotional distress.

In addition to the resources created for educators, the Jason Foundation offers many opportunities and resources for school personnel to refer students and parents for more information and support. For students, the site offers a mobile app called "A Friend Asks" which assists adolescents in identifying and getting help for their friends who may be suicidal. For parents, the site offers a Parent Resource Program with information directed specifically at parents and guardians as well as an online training seminar.

**Accessibility.** The Jason Foundation offers all of its resources free of charge to interested individuals (The Jason Foundation, 2014). For school personnel interested in utilizing the education curriculum or staff development components, online request forms are available. Resources are then made available through paper format, CD-ROM, or downloadable versions. Staff Development Modules are accompanied by a facilitator's guide and can also be requested

in DVD format to present to larger groups. Interested schools can also request to have a trained Jason Foundation staff member help facilitate via teleconference.

**Research and reviews.** Most information provided by the Jason Foundation is heavily cited and sources are clearly stated. A review, however, was sought by the Jason Foundation on its education curriculum “A Promise for Tomorrow” to show use of best practices (The Jason Foundation, 2014). The evaluation was conducted by three experts in child and adolescent psychiatry and a curriculum and instruction professional. The evaluation deemed the program curriculum to be accurate in facts, clinically-safe, and an effectively innovative way to present suicide prevention to adolescents.

**Cultural components.** Little information is found relating to cultural sensitivity and awareness within the Jason Foundation’s resources. Educational pages including risk factors and facts and statistics make little to no mention of cultural groups with heightened rates of suicide (The Jason Foundation, 2014). The only mention of cultural factors is a two sentence paragraph which mentions the potential for Asian or Pacific cultures to believe suicide is a rational response to shame.

### **The Trevor Project**

Similar to the Jason Foundation, the Trevor Project is a substantial online resource for suicide prevention. The Trevor Project, however, is unique in its focus on preventing suicide among LGBTQ youth (The Trevor Project, 2014). The organization strives to provide crisis intervention and counseling services to LGBTQ youth who are contemplating suicide, offer resources and a sense of community to young people to reduce the risk of suicide, to educate those in the community who interact with the LGBTQ population to better intervene, and to play

the role of advocate for laws and regulations to help reduce suicide among the LGBTQ population.

**Format.** The Trevor Project offers a variety of resources and tools to better equip school personnel to recognize and respond with potentially suicidal LGBTQ youth (The Trevor Project, 2014). The organization offers trainings for school staff, administrators, and health professionals. The Step In, Speak Up is a brief, 30-minute online training module to help adults better understand the specific challenges faced by LGBTQ youth in grades 6-12. The Trevor Lifeguard Workshop helps teach school personnel to identify challenges faced by LGBTQ youth, warning signs of suicide, and how to properly respond. The organization offers Trevor CARE Training and Trevor Ally Training that is presented by a Trevor Project staff member in person to school personnel. These programs offer an introduction to suicide prevention techniques and the unique needs of LGBTQ youth. The program also offers a number of online resources pertaining to information on suicide prevention including warning signs, risk factors, facts about suicide, talking about suicide with LGBTQ youth, and how to get help. The organization also offers Lifeguard Workshops for student populations as well as informational blogs and an abundance of resources for community members and parents.

**Accessibility.** Many of the resources provided by The Trevor Project are available and easily accessed on their website. The Trevor Lifeguard Workshops are offered free of charge to school personnel following the submission of an online request form (The Trevor Project, 2014). Full materials are then available through DVD or downloadable formats. For in-person training opportunities by program staff, cost and time information were not readily available. The Step In, Step Up training module is produced in conjunction with Kognito and is available in an online format for approximately thirty dollars.

**Research and reviews.** Many of the programs offered by the Trevor Project are among those nationally recognized as best practice by the SPRC; however they are not evidence-based best practice (SPRC, 2014). This includes the Trevor Lifeguard Program and the Step In, Step Up training program created in conjunction with Kognito.

**Cultural components.** The Trevor Project makes no disclaimers about being specifically designed for the prevention of suicide among LGTBQ and offers many cultural specific information and interventions for the population. There was no information pertaining to diverse adolescents and students within the LGTBQ population that could add further consideration.

### **Additional Programs for Consideration**

There are many additional programs that offer training opportunities, show promising results through research, are easily accessible, and come highly recommended to school counselors and personnel for inclusion in their school sites. The following programs fall into one of these categories but either lacks accessible information or evidence, training is not as easily accessible, or do not fall on ADEED's list of approved programs. The programs still garner enough support and promise to be noted with links to further information for interested parties.

**Alaska Department of Education and Early Development.** The ADEED (2014) provides a number of resources to school personnel and the community on their Suicide Awareness, Prevention, & Postvention webpage. The site provides resources for individuals to recognize the warning signs of suicide as well as a list of national and local resources for suicide prevention and intervention. For educators, the site provides information about the programs and resources currently accepted and utilized within the state for suicide prevention and information about legislation related to annual training requirements. In addition to an array of information,



the ADEED created two online training modules for use in staff suicide awareness and prevention trainings accessible for free from their website. The modules are created specifically for Alaska schools with cultural considerations included.

**Applied Suicide Intervention Skills Training.** The Applied Suicide Intervention Skills Training (ASIST) is directed specifically at caring educational professionals to increase their confidence in responding to at-risk students (LivingWorks, 2011b). The training is delivered over a 2-day period and includes an exploration of the individual's attitudes about suicide, identifying intervention needs, practicing and observing intervention strategies, and linking with resources in the local community.

**Model Adolescent Suicide Prevention Program.** The Model Adolescent Suicide Prevention Program (MASPP) is a community-focused prevention tool that includes a school-based curriculum (SAMHSA, 2014). The program includes an education on factors that contribute to suicidal behaviors including child abuse, neglect, and substance abuse. The MASPP program recruits peer and community helpers to provide support and referrals to help intervene and track for suicidal behaviors. This program was initially designed to target American Indian youth in communities experiencing high rates of suicide.

**Question, Persuade, Respond.** Question, Persuade, Respond (QPR) is a gatekeeper training program that trains individuals how to recognize the warning signs of suicide and to properly question, persuade, and refer the person for help (QPR Institute, 2011). QPR training can be completed in one to two hours and is delivered by certified QPR instructors. The training can be completed either in person or online.

**safeTALK.** The safeTALK program is a three-hour curriculum directed at students and staff to help identify individuals having suicidal thoughts and provide them with resources for

support (LivingWorks, 2011a). The program is delivered through videos, discussion, and practice works from a model of tell, ask, listen, and keep safe.

### **Application**

The application of this project is a website accessible at <https://sites.google.com/a/alaska.edu/guide-to-school-based-suicide-prevention-programs/>. The home page includes a quick link to each of the programs selected and included. The website includes a header with links to each suicide prevention program listed. Each program's webpage includes information about the program's format, accessibility, research/reviews, and cultural considerations as discussed. Each individual page also includes web links to the program's official site and links to any relevant reviews available online.

For school personnel who do not have time to look through each individual program page, the site includes a side bar with navigation for easy access to a variety of resources. The side bar includes a link for State of Alaska resources with information about state requirements for schools, ADEED information about programs being utilized within the state currently, and links to modules created specifically for educators in Alaska schools. There is a navigation link to resources for planning for school-based suicide prevention to include information discussed regarding components and considerations in comprehensive suicide prevention planning. A quick links page is also available for free, on-line resources categorized by the type of resource: professional development training modules, lesson plans, school crisis intervention planning, and grant writing resources. Finally, a side bar tab is dedicated to references for school personnel looking for further information on a specific suicide prevention program.

Information and reviews from individuals who have experience using the various programs can be valuable to individuals who are not familiar with the programs. At the bottom

of each individual program page, there is a section which allows site visitors to add comments and reviews related to their use of the program. A description of the commenting tool is included on the site's homepage to bring the opportunity to the attention of users immediately.

### **Conclusion**

Suicide is a major concern that affects all youth, and many are not comfortable discussing the topic (CDC, 2012). An analysis of suicide prevention programs and resources is necessary to provide important information about the various resources available to help school personnel make informed decisions about implementing these tools into their schools. Looking at programs being utilized among Alaska high schools and those available that are not currently being used will provide school personnel at all levels with knowledge of how current policies compare to their cohorts in the state and to national recommendations. Knowledge of program structure and implementation can open doors to discussions on ways to better prepare personnel to respond to the serious problem of youth suicide.

With the vast amount of programs promoted and available today, schools are confronted with a lot of information about implementing school-based suicide prevention. While a plethora of information exists, national organizations have compiled reports as to which programs are evidence-based and best practice to help decipher among the material (SAMHSA, 2014; SPRC, 2014). The State of Alaska has also provided suicide prevention resources and requirements to direct schools. Still there are many considerations each individual school site must take into consideration, as each school climate and population is unique. Accessible knowledge of suicide prevention programs and resources can help schools function more effectively and address the serious issue of youth suicide.

Each of the programs included in this project take a unique approach to suicide prevention; all of which are useful and shown effective in combatting suicidal thoughts and actions among youth and bringing the topic of adolescent suicide to the forefront. It could be argued that each of the five types of suicide prevention, screening tools, gatekeeper training, education and awareness curriculum, skills-based training, and peer leadership, are necessary components for a comprehensive school counseling program. The reality is that schools do not have the time or means to implement this type of suicide prevention plan. The inclusion of any additional school-based suicide prevention practices is a step in the right direction.

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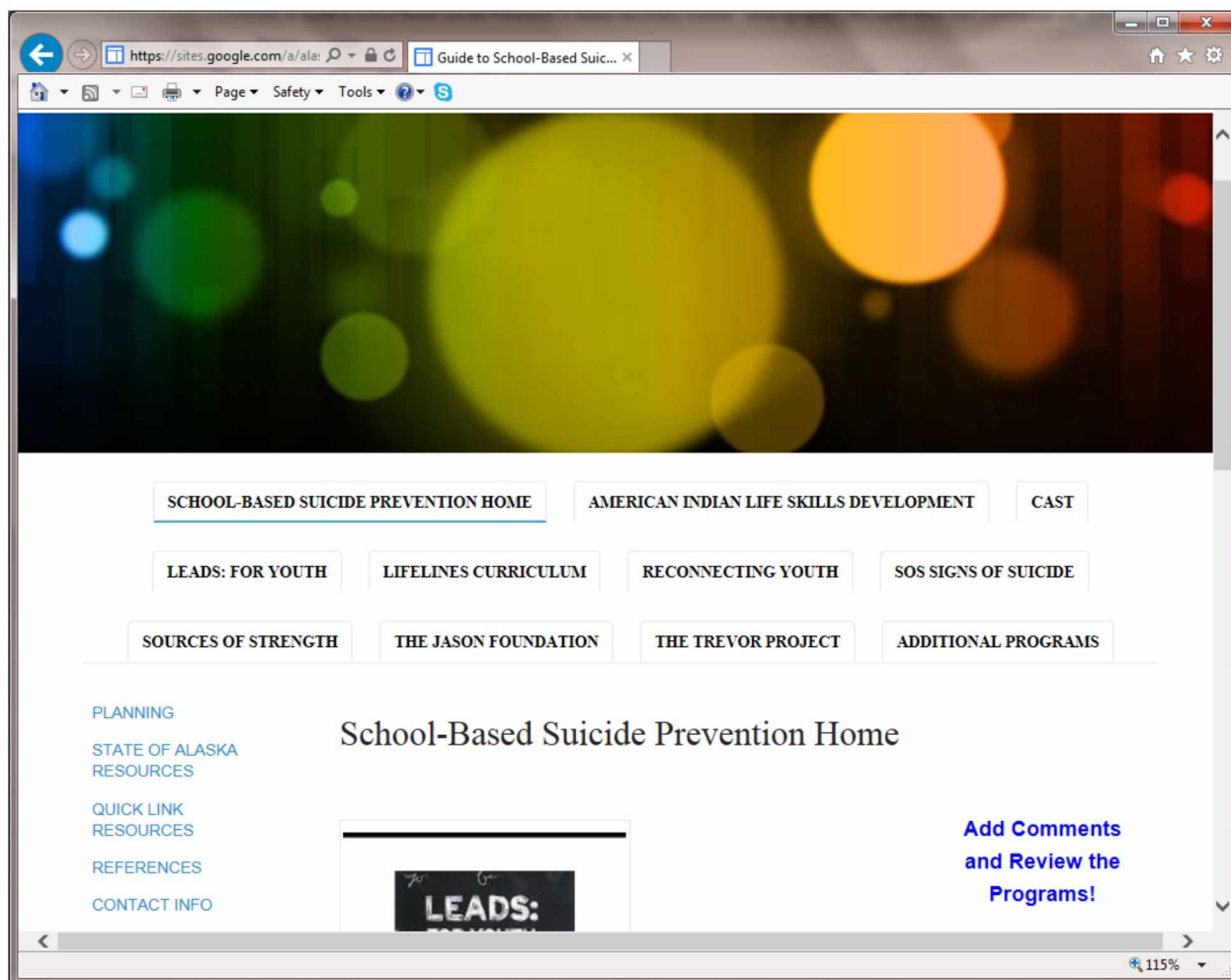
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## Appendix



https://sites.google.com/a/ala: Guide to School-Based Suicide Prevention

Page Safety Tools

QUICK LINK  
RESOURCES  
REFERENCES  
CONTACT INFO

**Lifelines**  
A brief presentation

Slide 4

**Facts on Suicide**

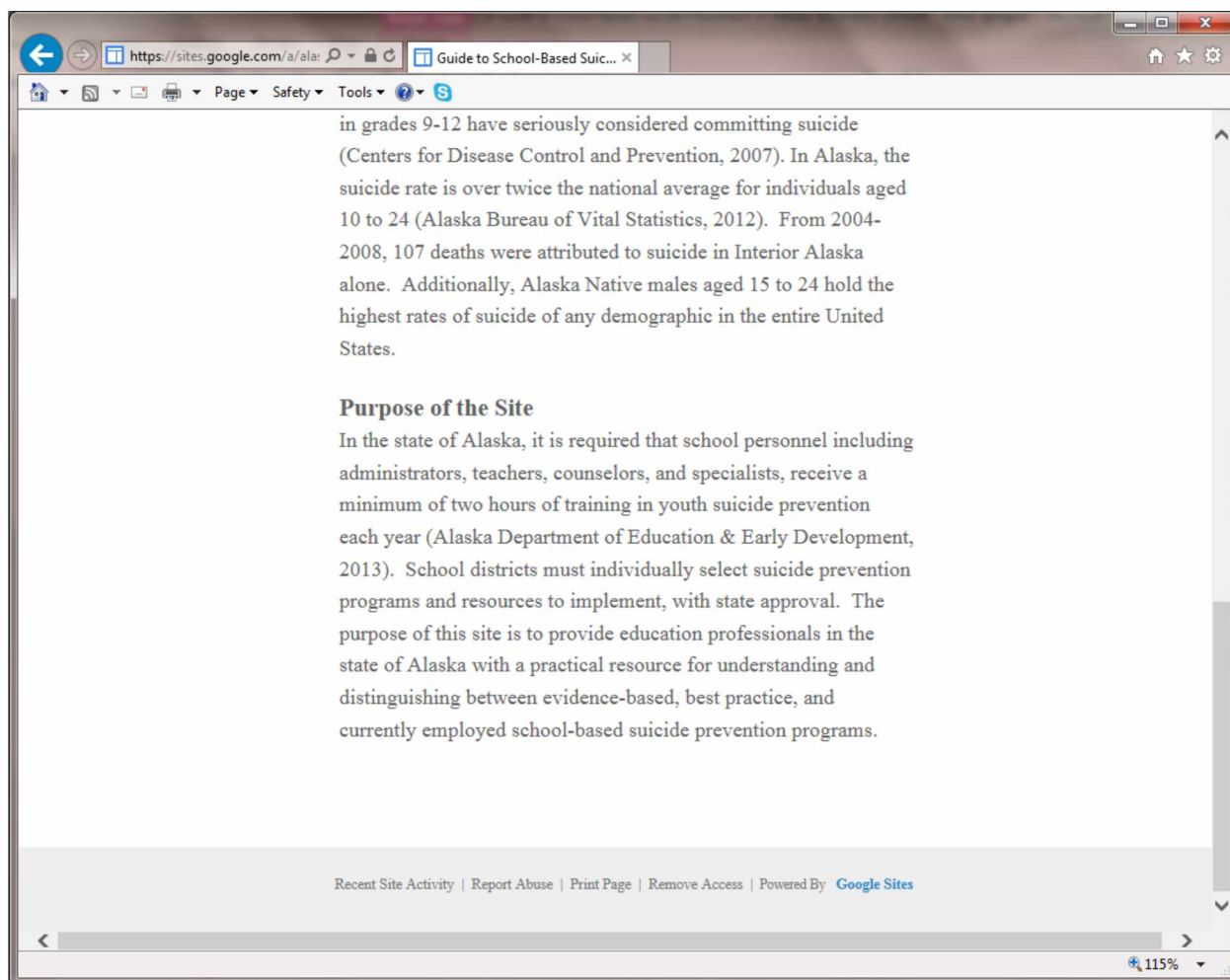
Suicide remains a serious issue on a national, state, and local level. Nationally, suicide accounts for 4,600 deaths among youth aged 10 to 24 each year (Centers for Disease Control and Prevention, 2012). A national survey indicated approximately 16% of students in grades 9-12 have seriously considered committing suicide (Centers for Disease Control and Prevention, 2007). In Alaska, the suicide rate is over twice the national average for individuals aged 10 to 24 (Alaska Bureau of Vital Statistics, 2012). From 2004-2008, 107 deaths were attributed to suicide in Interior Alaska alone. Additionally, Alaska Native males aged 15 to 24 hold the highest rates of suicide of any demographic in the entire United States.

**Purpose of the Site**

**Add Comments and Review the Programs!**

Each program page at the top of the screen allows for users to add their own reviews and comments about the programs. Take the opportunity to provide valuable information to individuals looking for suicide prevention tools to implement in their schools.

115%



https://sites.google.com/a/ali

American Indian Life Skills ...

SCHOOL-BASED SUICIDE PREVENTION HOME AMERICAN INDIAN LIFE SKILLS DEVELOPMENT CAST

LEADS: FOR YOUTH LIFELINES CURRICULUM RECONNECTING YOUTH SOS SIGNS OF SUICIDE

SOURCES OF STRENGTH THE JASON FOUNDATION THE TREVOR PROJECT ADDITIONAL PROGRAMS

PLANNING  
STATE OF ALASKA  
RESOURCES  
QUICK LINK  
RESOURCES  
REFERENCES  
CONTACT INFO

[School-Based Suicide Prevention Home >](#)

## American Indian Life Skills Development

WEBSITE: <http://uwpress.wisc.edu/books/0129.htm>

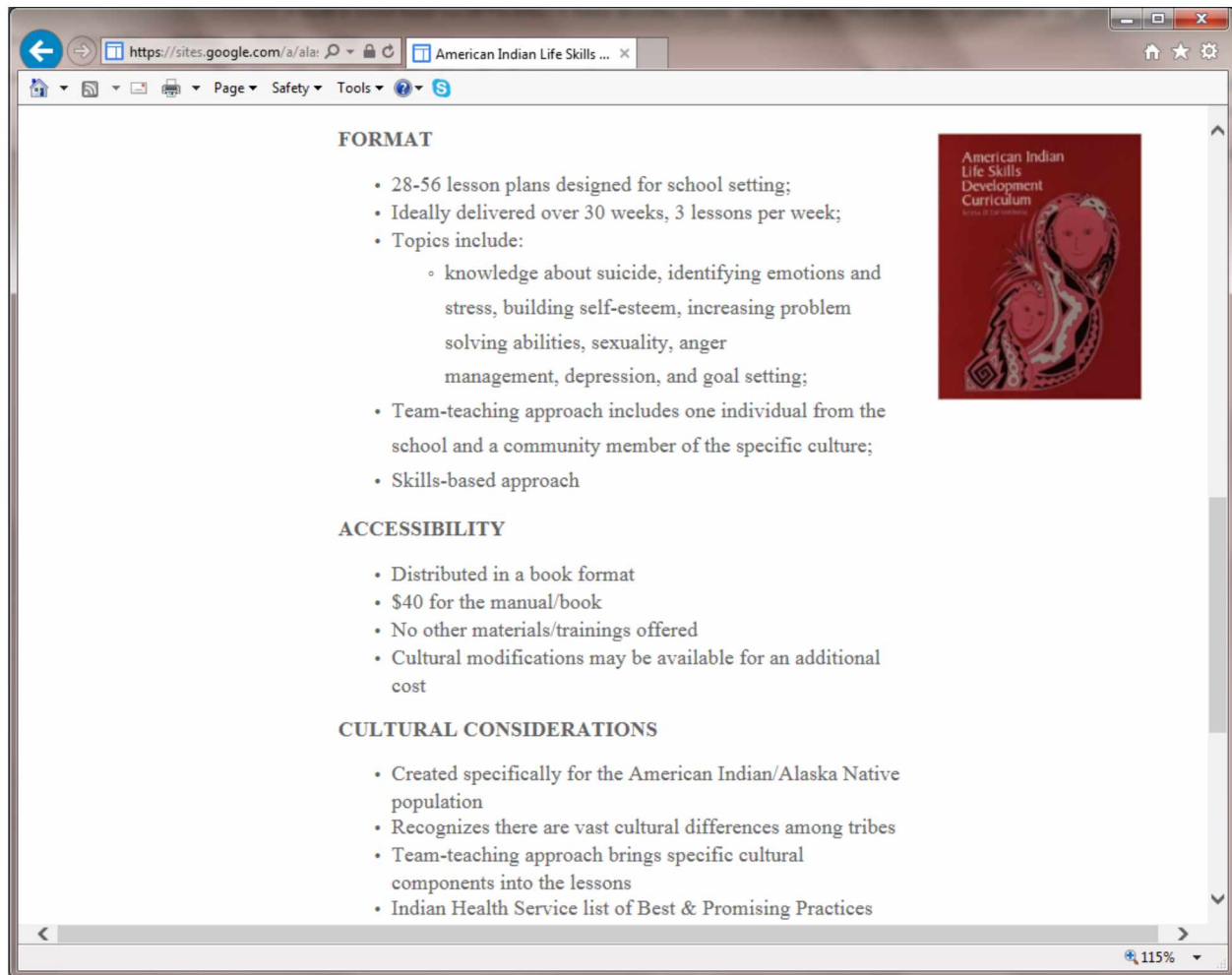
**OVERVIEW:** The American Indian Life Skills Development/Zuni Life Skills Development program was created in response to the heightened rates of suicide among the American Indian population (SAMHSA, 2014). The program includes a series of lesson plans directed at specific experiences and challenges faced by the American Indian or Alaska Native adolescents aged 14-19. The lessons are taught using a team-teaching approach with the classroom teacher and a community member or social services agency representative. The original Zuni Life Skills Development program was developed specifically for the Zuni Pueblo population in New Mexico; however the American Indian Life Skills Development program was designed to reach a broader audience of American Indians and Alaska Natives with cultural modifications.

**FORMAT**

- 28-56 lesson plans designed for school setting;
- Ideally delivered over 30 weeks, 3 lessons per week;

American Indian Life Skills Development Curriculum

https://sites.google.com/a/alaska.edu/guide-to-school-based-suicide-prevention-programs/home 100%



The screenshot shows a web browser window with the address bar displaying <https://sites.google.com/a/ala/>. The page title is "American Indian Life Skills ...". The page content is organized into three main sections: "FORMAT", "ACCESSIBILITY", and "CULTURAL CONSIDERATIONS".

**FORMAT**

- 28-56 lesson plans designed for school setting;
- Ideally delivered over 30 weeks, 3 lessons per week;
- Topics include:
  - knowledge about suicide, identifying emotions and stress, building self-esteem, increasing problem solving abilities, sexuality, anger management, depression, and goal setting;
- Team-teaching approach includes one individual from the school and a community member of the specific culture;
- Skills-based approach

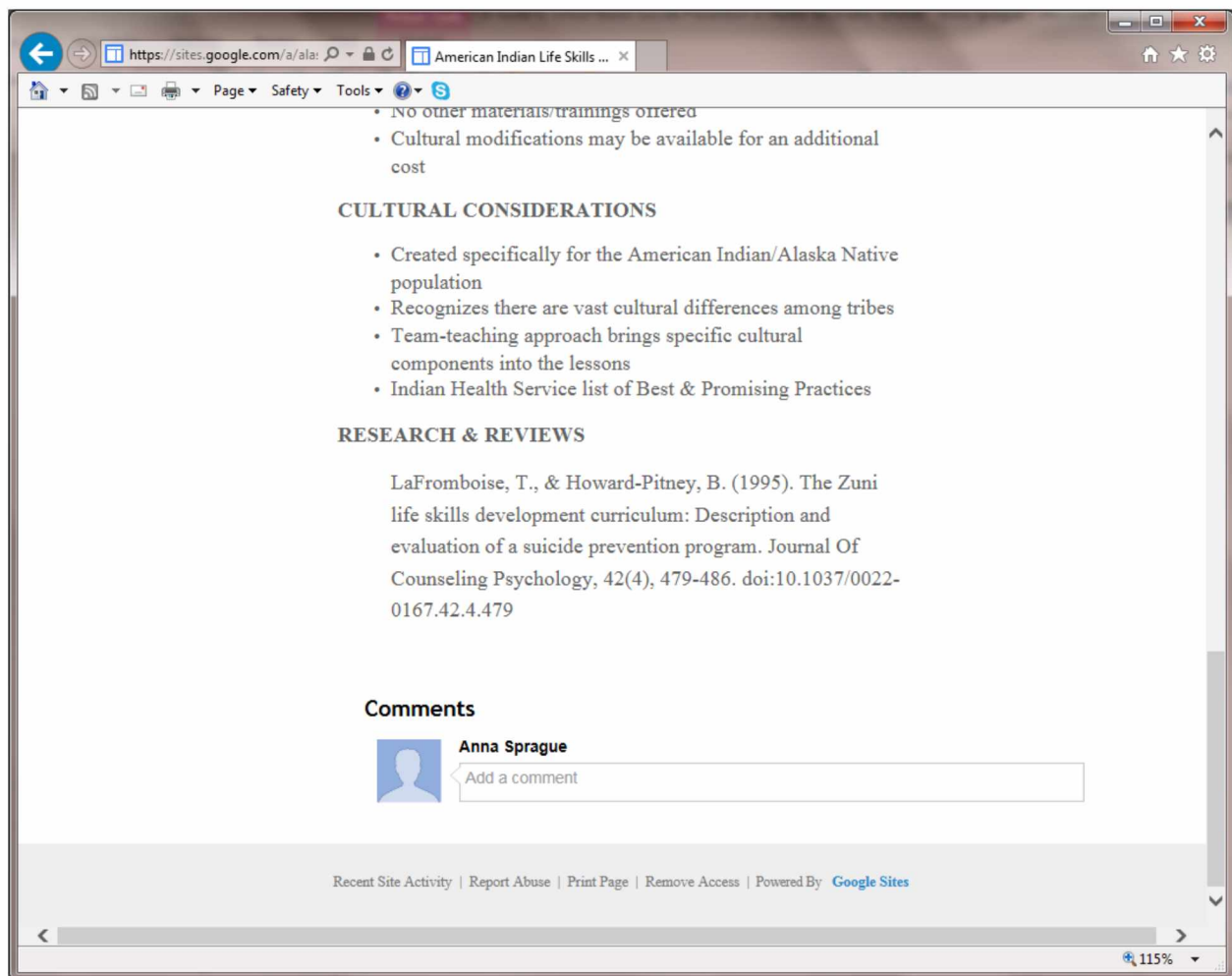
**ACCESSIBILITY**

- Distributed in a book format
- \$40 for the manual/book
- No other materials/trainings offered
- Cultural modifications may be available for an additional cost

**CULTURAL CONSIDERATIONS**

- Created specifically for the American Indian/Alaska Native population
- Recognizes there are vast cultural differences among tribes
- Team-teaching approach brings specific cultural components into the lessons
- Indian Health Service list of Best & Promising Practices

On the right side of the page, there is a red rectangular image with the text "American Indian Life Skills Development Curriculum" and a stylized illustration of two faces in profile, facing each other.



https://sites.google.com/a/ala: American Indian Life Skills ...

- No other materials/trainings offered
- Cultural modifications may be available for an additional cost


### CULTURAL CONSIDERATIONS

- Created specifically for the American Indian/Alaska Native population
- Recognizes there are vast cultural differences among tribes
- Team-teaching approach brings specific cultural components into the lessons
- Indian Health Service list of Best & Promising Practices

### RESEARCH & REVIEWS

LaFromboise, T., & Howard-Pitney, B. (1995). The Zuni life skills development curriculum: Description and evaluation of a suicide prevention program. *Journal Of Counseling Psychology*, 42(4), 479-486. doi:10.1037/0022-0167.42.4.479

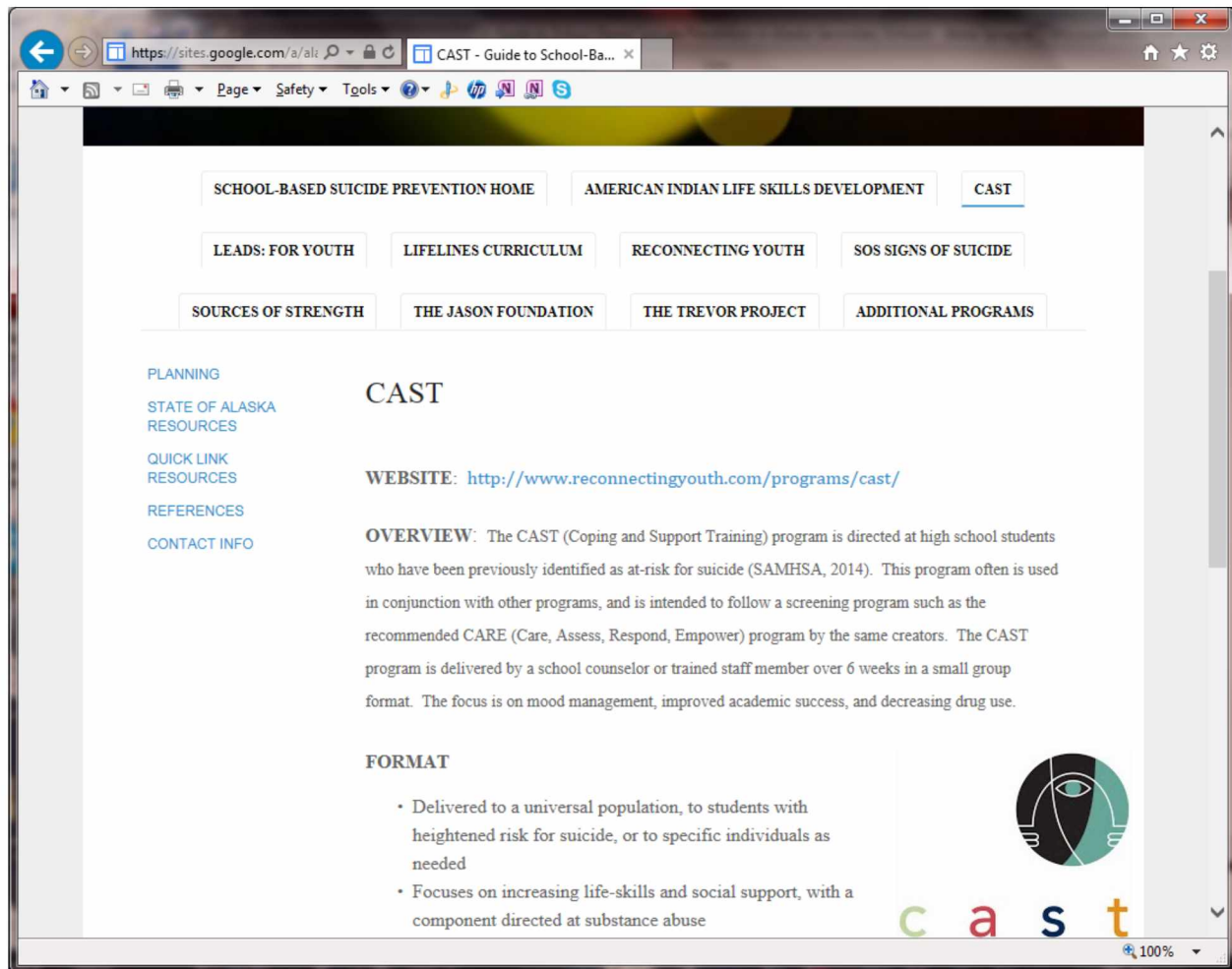
### Comments

 **Anna Sprague**  
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CAST - Guide to School-Based Suicide Prevention

SCHOOL-BASED SUICIDE PREVENTION HOME AMERICAN INDIAN LIFE SKILLS DEVELOPMENT CAST

LEADS: FOR YOUTH LIFELINES CURRICULUM RECONNECTING YOUTH SOS SIGNS OF SUICIDE

SOURCES OF STRENGTH THE JASON FOUNDATION THE TREVOR PROJECT ADDITIONAL PROGRAMS

PLANNING  
STATE OF ALASKA  
RESOURCES  
QUICK LINK  
RESOURCES  
REFERENCES  
CONTACT INFO


## CAST

WEBSITE: <http://www.reconnectingyouth.com/programs/cast/>

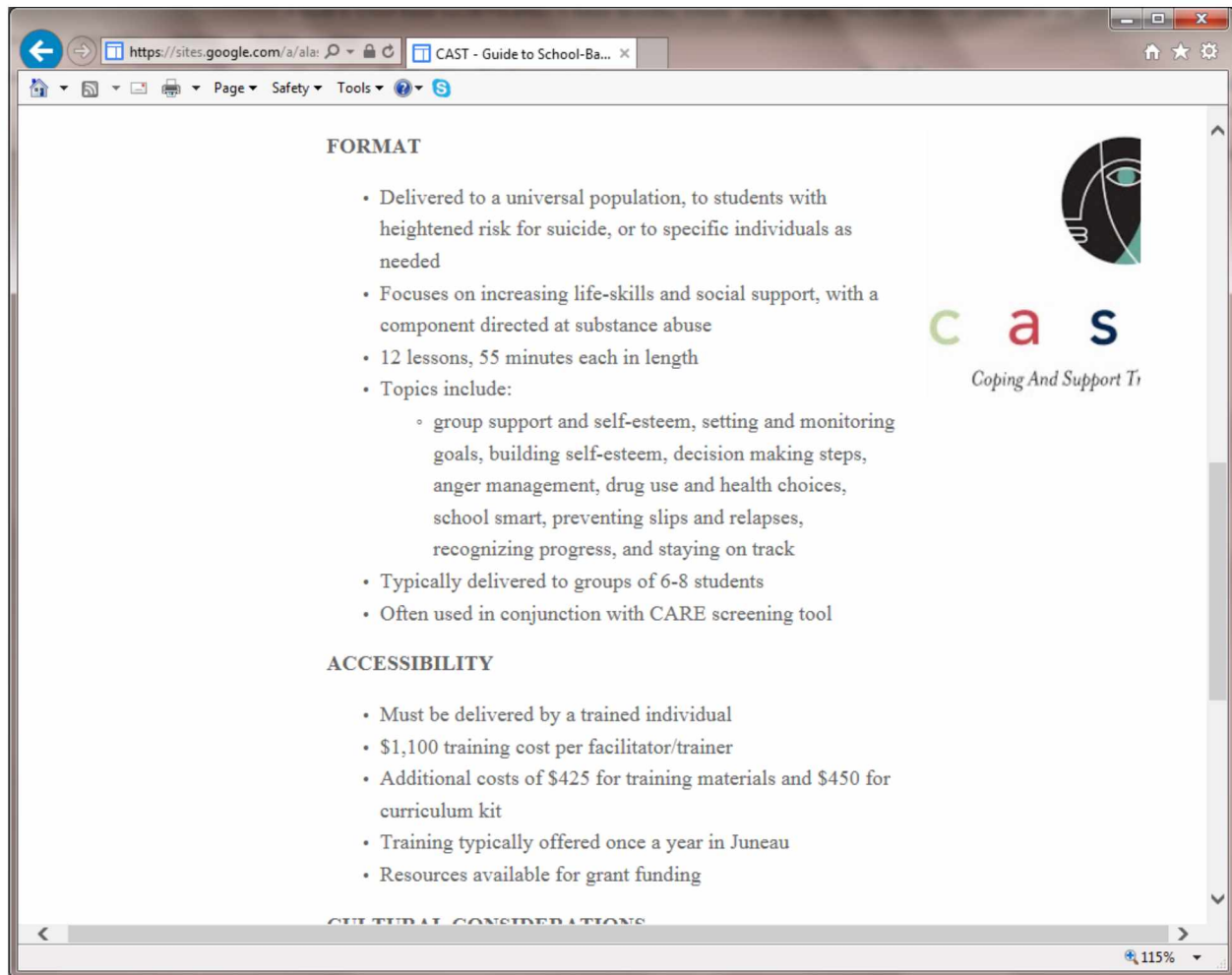
**OVERVIEW:** The CAST (Coping and Support Training) program is directed at high school students who have been previously identified as at-risk for suicide (SAMHSA, 2014). This program often is used in conjunction with other programs, and is intended to follow a screening program such as the recommended CARE (Care, Assess, Respond, Empower) program by the same creators. The CAST program is delivered by a school counselor or trained staff member over 6 weeks in a small group format. The focus is on mood management, improved academic success, and decreasing drug use.

**FORMAT**

- Delivered to a universal population, to students with heightened risk for suicide, or to specific individuals as needed
- Focuses on increasing life-skills and social support, with a component directed at substance abuse



c a s t



**FORMAT**

- Delivered to a universal population, to students with heightened risk for suicide, or to specific individuals as needed
- Focuses on increasing life-skills and social support, with a component directed at substance abuse
- 12 lessons, 55 minutes each in length
- Topics include:
  - group support and self-esteem, setting and monitoring goals, building self-esteem, decision making steps, anger management, drug use and health choices, school smart, preventing slips and relapses, recognizing progress, and staying on track
- Typically delivered to groups of 6-8 students
- Often used in conjunction with CARE screening tool

**ACCESSIBILITY**

- Must be delivered by a trained individual
- \$1,100 training cost per facilitator/trainer
- Additional costs of \$425 for training materials and \$450 for curriculum kit
- Training typically offered once a year in Juneau
- Resources available for grant funding

**CULTURAL CONSIDERATIONS**

**CAST**  
*Coping And Support Tr*

The screenshot shows a web browser window with the address bar displaying <https://sites.google.com/a/ala:> and the page title "CAST - Guide to School-Ba...". The page content includes:

- \$1,100 training cost per facilitator/trainer
- Additional costs of \$425 for training materials and \$450 for curriculum kit
- Training typically offered once a year in Juneau
- Resources available for grant funding

**CULTURAL CONSIDERATIONS**

- Indian Health Center list of Best & Promising Practices

**RESEARCH & REVIEWS**

Eggert, L. L., Thompson, E. A., Randell, B. P., & Pike, K. C. (2002). Preliminary effects of brief school-based prevention approaches for reducing youth suicide: Risk behaviors, depression, and drug involvement. *Journal of Child and Adolescent Psychiatric Nursing*, 15(2), 48-64.

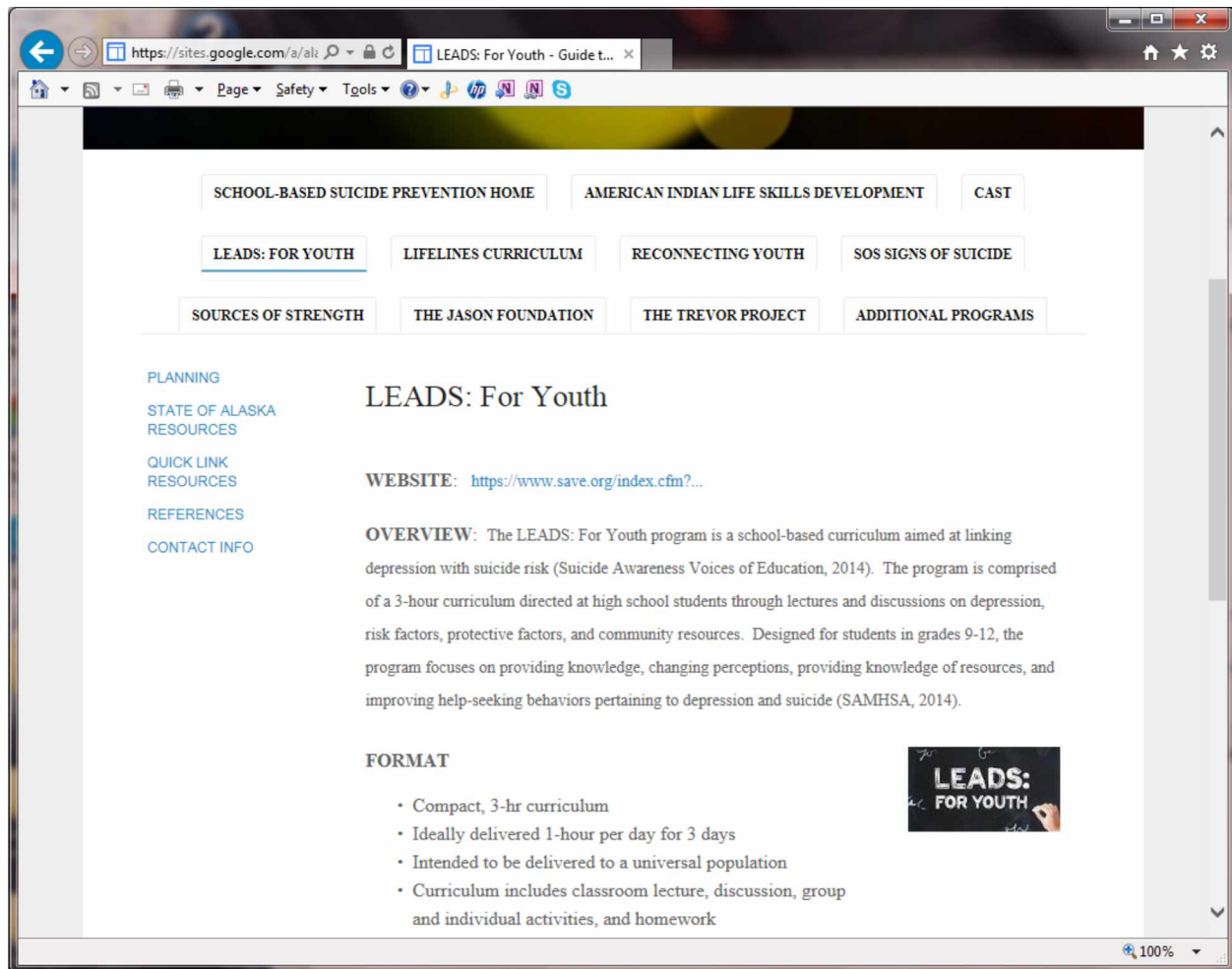
**Comments**

Anna Sprague

Add a comment

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115%



The screenshot shows a web browser window displaying the LEADS: For Youth website. The browser's address bar shows the URL <https://sites.google.com/a/ali/LEADS: For Youth - Guide t...>. The website has a navigation menu with buttons for: SCHOOL-BASED SUICIDE PREVENTION HOME, AMERICAN INDIAN LIFE SKILLS DEVELOPMENT, CAST, LEADS: FOR YOUTH (highlighted), LIFELINES CURRICULUM, RECONNECTING YOUTH, SOS SIGNS OF SUICIDE, SOURCES OF STRENGTH, THE JASON FOUNDATION, THE TREVOR PROJECT, and ADDITIONAL PROGRAMS. On the left side, there is a sidebar with links: PLANNING, STATE OF ALASKA RESOURCES, QUICK LINK RESOURCES, REFERENCES, and CONTACT INFO. The main content area is titled "LEADS: For Youth" and includes the following text:

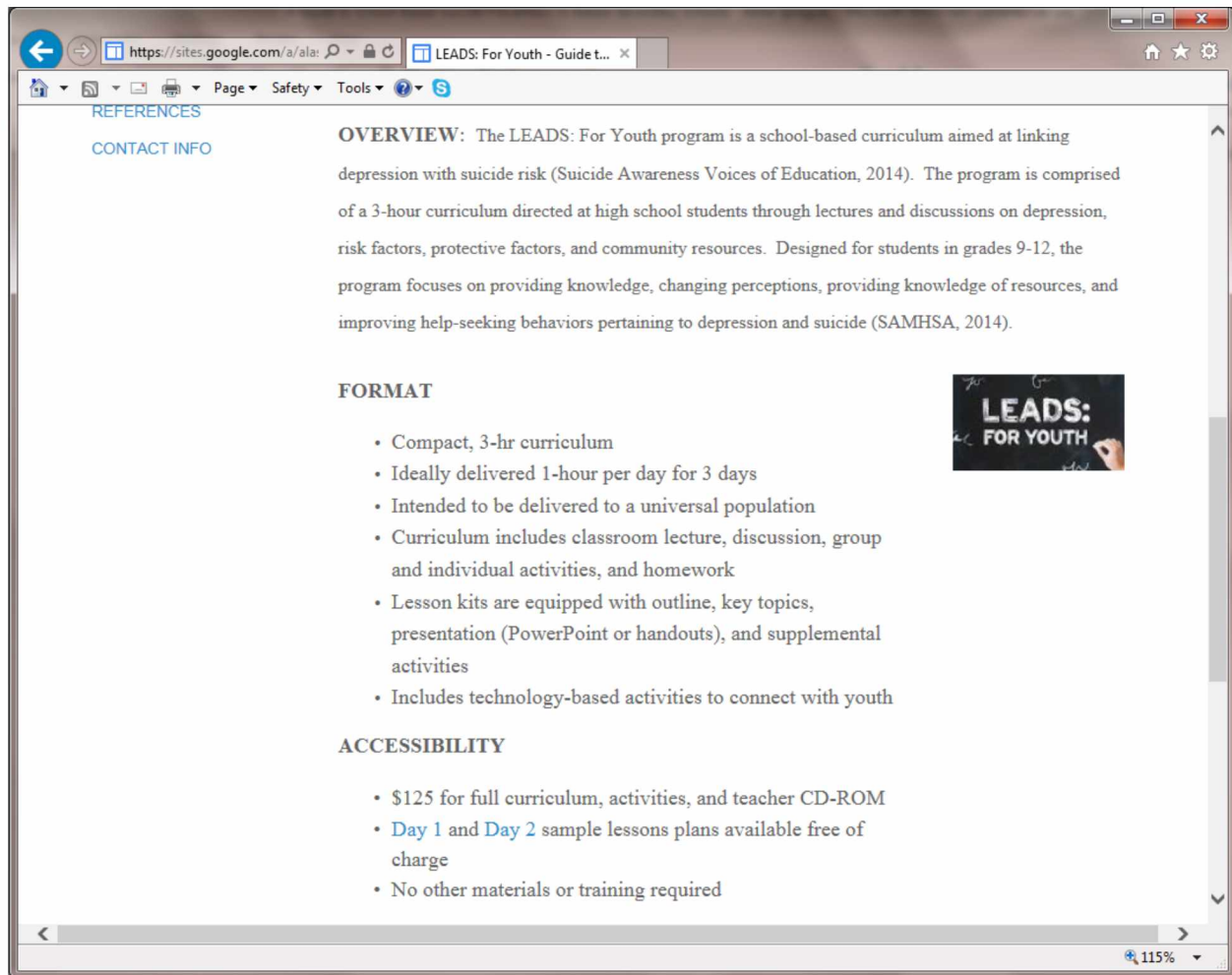
**WEBSITE:** <https://www.save.org/index.cfm?...>

**OVERVIEW:** The LEADS: For Youth program is a school-based curriculum aimed at linking depression with suicide risk (Suicide Awareness Voices of Education, 2014). The program is comprised of a 3-hour curriculum directed at high school students through lectures and discussions on depression, risk factors, protective factors, and community resources. Designed for students in grades 9-12, the program focuses on providing knowledge, changing perceptions, providing knowledge of resources, and improving help-seeking behaviors pertaining to depression and suicide (SAMHSA, 2014).

**FORMAT**

- Compact, 3-hr curriculum
- Ideally delivered 1-hour per day for 3 days
- Intended to be delivered to a universal population
- Curriculum includes classroom lecture, discussion, group and individual activities, and homework

There is a small graphic on the right side of the page that says "LEADS: FOR YOUTH" with a hand pointing to the text.



The screenshot shows a web browser window with the address bar displaying "https://sites.google.com/a/ala: LEADS: For Youth - Guide t...". The page has a navigation menu on the left with links for "REFERENCES" and "CONTACT INFO". The main content area is titled "OVERVIEW:" and describes the LEADS: For Youth program as a school-based curriculum aimed at linking depression with suicide risk. It mentions that the program is comprised of a 3-hour curriculum directed at high school students through lectures and discussions on depression, risk factors, protective factors, and community resources. Designed for students in grades 9-12, the program focuses on providing knowledge, changing perceptions, providing knowledge of resources, and improving help-seeking behaviors pertaining to depression and suicide (SAMHSA, 2014).

Below the overview, there is a section titled "FORMAT" which lists several bullet points:

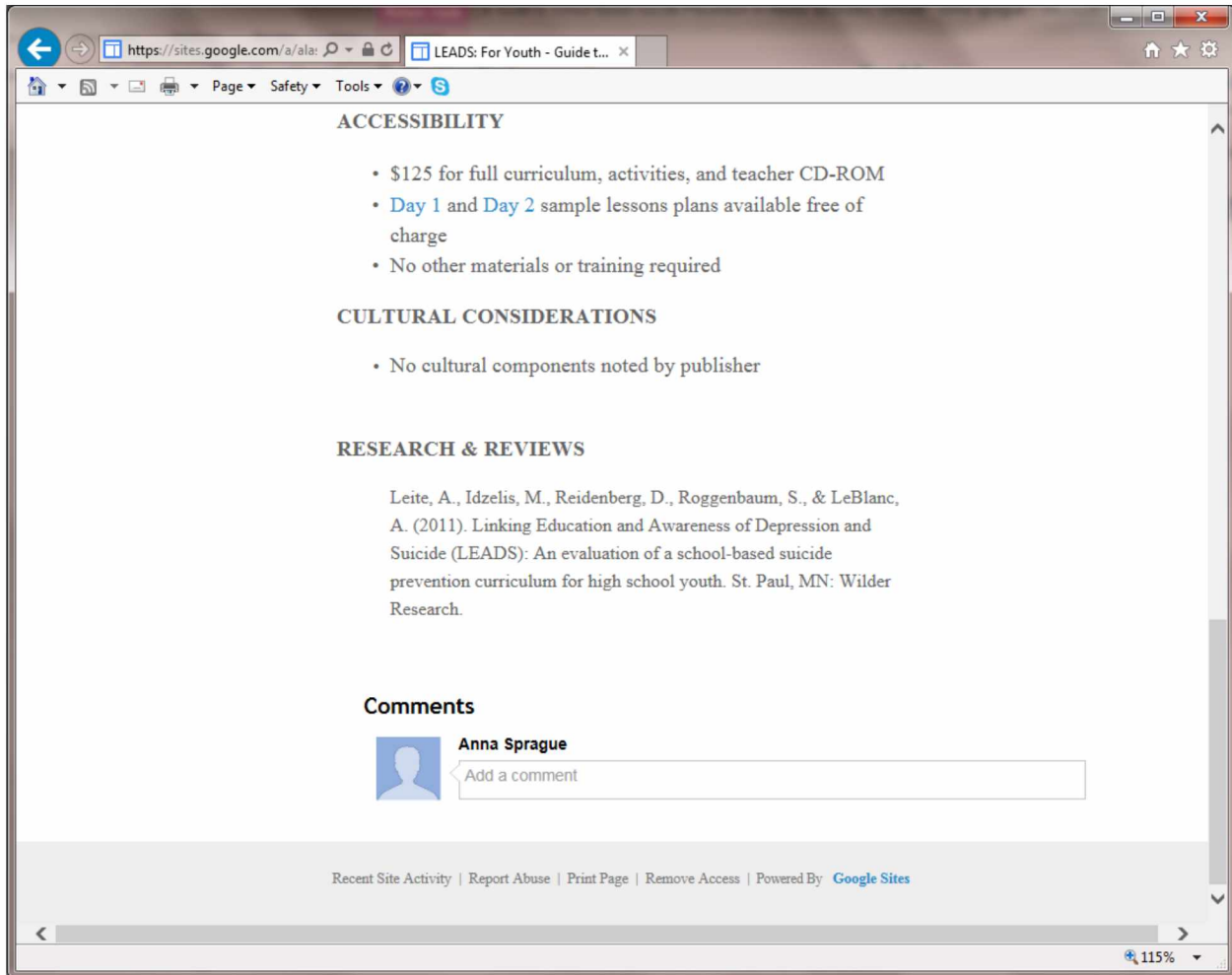
- Compact, 3-hr curriculum
- Ideally delivered 1-hour per day for 3 days
- Intended to be delivered to a universal population
- Curriculum includes classroom lecture, discussion, group and individual activities, and homework
- Lesson kits are equipped with outline, key topics, presentation (PowerPoint or handouts), and supplemental activities
- Includes technology-based activities to connect with youth

To the right of the "FORMAT" section, there is a small image of a hand holding a sign that says "LEADS: FOR YOUTH".

Below the format section, there is a section titled "ACCESSIBILITY" which lists several bullet points:

- \$125 for full curriculum, activities, and teacher CD-ROM
- [Day 1](#) and [Day 2](#) sample lessons plans available free of charge
- No other materials or training required

The browser window shows a zoom level of 115% at the bottom right.



The screenshot shows a web browser window with a Google Sites page. The address bar shows the URL <https://sites.google.com/a/ala/>. The page title is "LEADS: For Youth - Guide t...". The page content is organized into sections: "ACCESSIBILITY", "CULTURAL CONSIDERATIONS", and "RESEARCH & REVIEWS".

**ACCESSIBILITY**

- \$125 for full curriculum, activities, and teacher CD-ROM
- [Day 1](#) and [Day 2](#) sample lessons plans available free of charge
- No other materials or training required


**CULTURAL CONSIDERATIONS**

- No cultural components noted by publisher

**RESEARCH & REVIEWS**

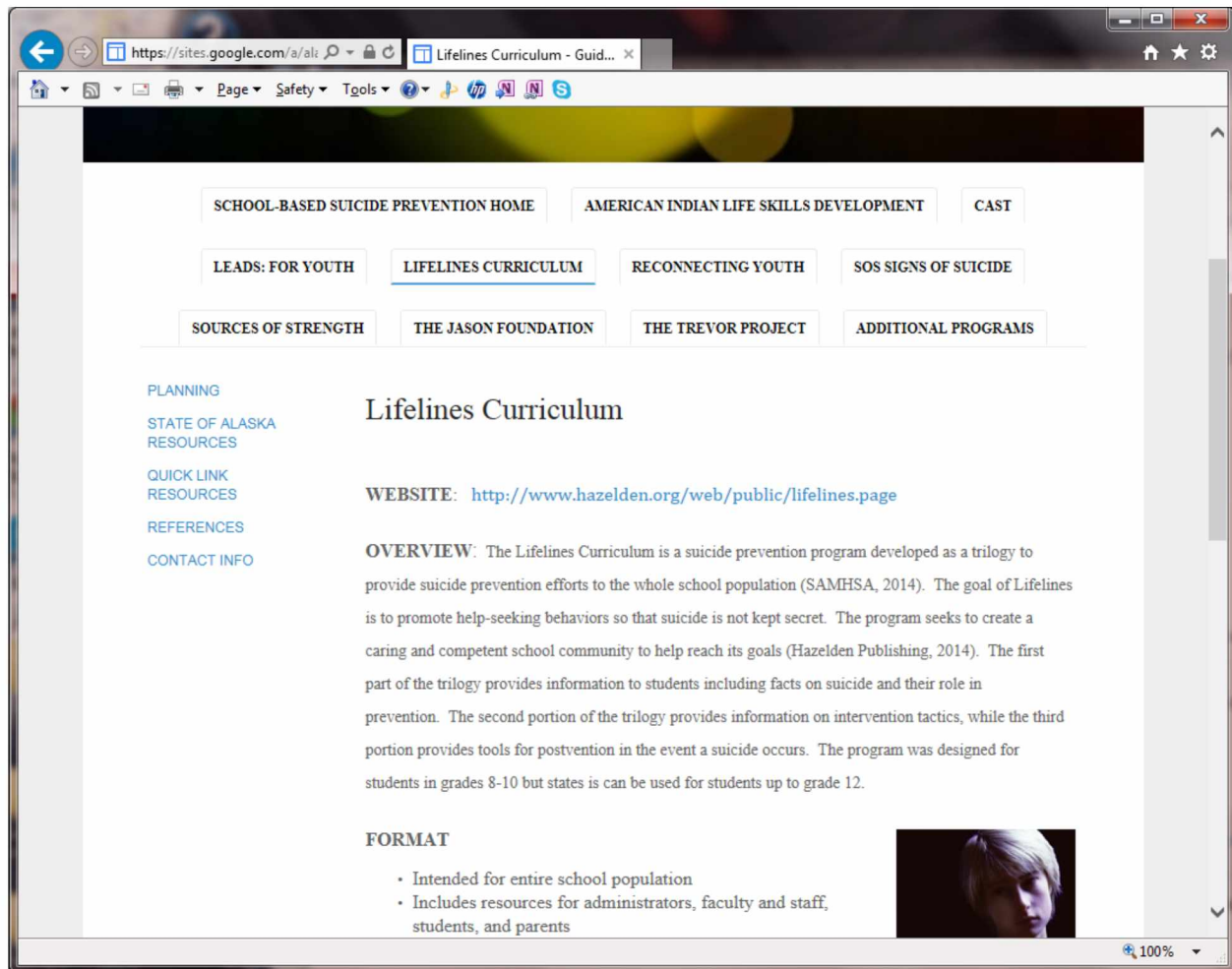
Leite, A., Idzelis, M., Reidenberg, D., Roggenbaum, S., & LeBlanc, A. (2011). Linking Education and Awareness of Depression and Suicide (LEADS): An evaluation of a school-based suicide prevention curriculum for high school youth. St. Paul, MN: Wilder Research.

**Comments**

 **Anna Sprague**  
Add a comment

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115%



The screenshot shows a web browser window with the address bar displaying "https://sites.google.com/a/ali... Lifelines Curriculum - Guid...". The browser's toolbar includes navigation buttons (back, forward, home, search), a menu, and various extension icons. The website content features a navigation menu with buttons for "SCHOOL-BASED SUICIDE PREVENTION HOME", "AMERICAN INDIAN LIFE SKILLS DEVELOPMENT", "CAST", "LEADS: FOR YOUTH", "LIFELINES CURRICULUM" (which is highlighted), "RECONNECTING YOUTH", "SOS SIGNS OF SUICIDE", "SOURCES OF STRENGTH", "THE JASON FOUNDATION", "THE TREVOR PROJECT", and "ADDITIONAL PROGRAMS". On the left side, there is a sidebar with links: "PLANNING", "STATE OF ALASKA RESOURCES", "QUICK LINK RESOURCES", "REFERENCES", and "CONTACT INFO". The main content area is titled "Lifelines Curriculum" and includes a "WEBSITE:" link to "http://www.hazelden.org/web/public/lifelines.page". Below this is an "OVERVIEW:" section describing the Lifelines Curriculum as a suicide prevention program developed as a trilogy to provide suicide prevention efforts to the whole school population (SAMHSA, 2014). The goal is to promote help-seeking behaviors so that suicide is not kept secret. The program seeks to create a caring and competent school community to help reach its goals (Hazelden Publishing, 2014). The first part of the trilogy provides information to students including facts on suicide and their role in prevention. The second portion of the trilogy provides information on intervention tactics, while the third portion provides tools for postvention in the event a suicide occurs. The program was designed for students in grades 8-10 but states it can be used for students up to grade 12. Below the overview is a "FORMAT" section with a bulleted list: "Intended for entire school population" and "Includes resources for administrators, faculty and staff, students, and parents". To the right of the format list is a small, dark, square image of a person's face.

https://sites.google.com/a/ali... Lifelines Curriculum - Guid...

SCHOOL-BASED SUICIDE PREVENTION HOME AMERICAN INDIAN LIFE SKILLS DEVELOPMENT CAST

LEADS: FOR YOUTH **LIFELINES CURRICULUM** RECONNECTING YOUTH SOS SIGNS OF SUICIDE

SOURCES OF STRENGTH THE JASON FOUNDATION THE TREVOR PROJECT ADDITIONAL PROGRAMS

PLANNING  
STATE OF ALASKA RESOURCES  
QUICK LINK RESOURCES  
REFERENCES  
CONTACT INFO


## Lifelines Curriculum

**WEBSITE:** <http://www.hazelden.org/web/public/lifelines.page>

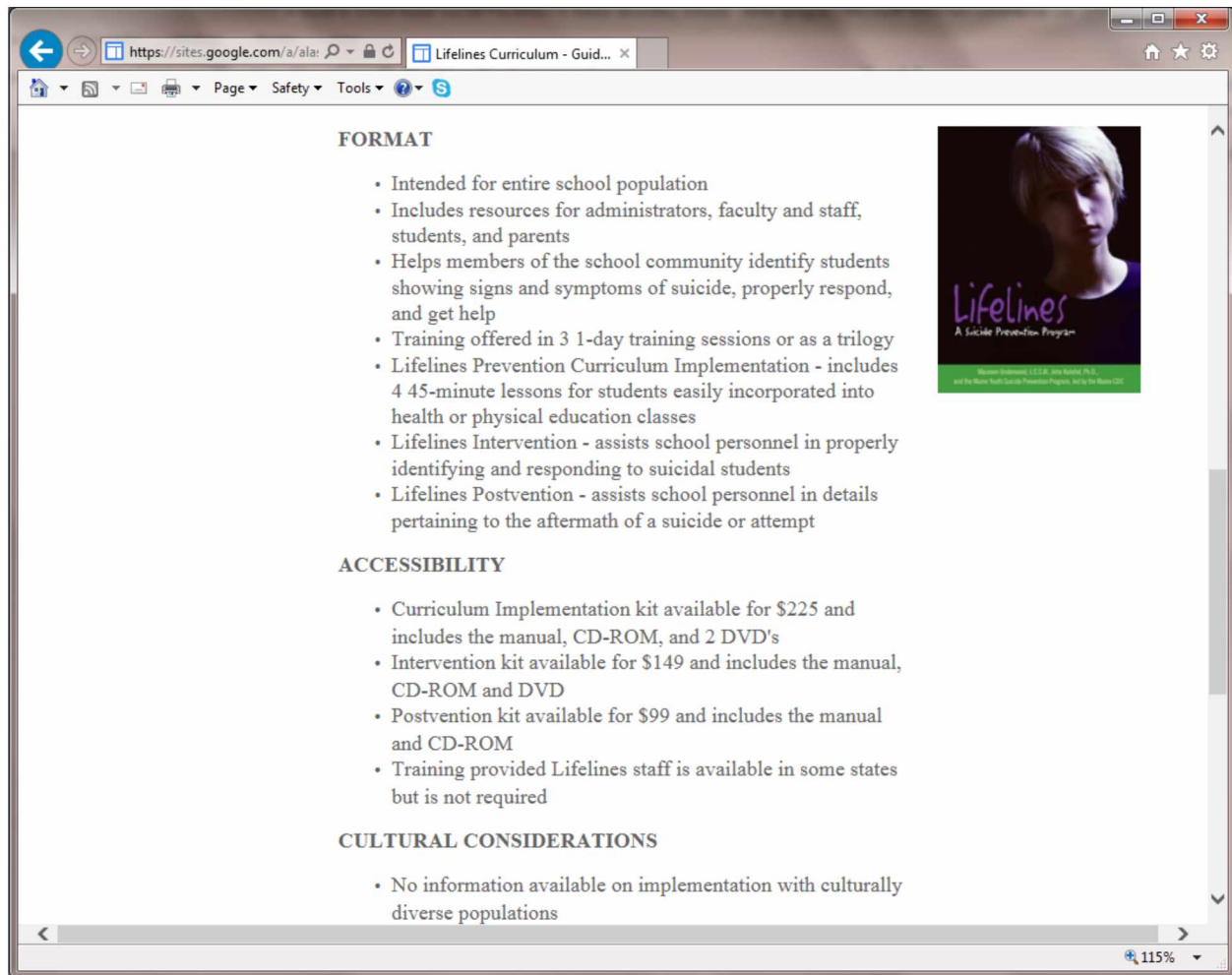
**OVERVIEW:** The Lifelines Curriculum is a suicide prevention program developed as a trilogy to provide suicide prevention efforts to the whole school population (SAMHSA, 2014). The goal of Lifelines is to promote help-seeking behaviors so that suicide is not kept secret. The program seeks to create a caring and competent school community to help reach its goals (Hazelden Publishing, 2014). The first part of the trilogy provides information to students including facts on suicide and their role in prevention. The second portion of the trilogy provides information on intervention tactics, while the third portion provides tools for postvention in the event a suicide occurs. The program was designed for students in grades 8-10 but states it can be used for students up to grade 12.

**FORMAT**

- Intended for entire school population
- Includes resources for administrators, faculty and staff, students, and parents







The screenshot shows a web browser window with the address bar displaying <https://sites.google.com/a/ala/>. The page title is "Lifelines Curriculum - Guid...". The page content is organized into three sections: "FORMAT", "ACCESSIBILITY", and "CULTURAL CONSIDERATIONS".

**FORMAT**

- Intended for entire school population
- Includes resources for administrators, faculty and staff, students, and parents
- Helps members of the school community identify students showing signs and symptoms of suicide, properly respond, and get help
- Training offered in 3 1-day training sessions or as a trilogy
- Lifelines Prevention Curriculum Implementation - includes 4 45-minute lessons for students easily incorporated into health or physical education classes
- Lifelines Intervention - assists school personnel in properly identifying and responding to suicidal students
- Lifelines Postvention - assists school personnel in details pertaining to the aftermath of a suicide or attempt

**ACCESSIBILITY**

- Curriculum Implementation kit available for \$225 and includes the manual, CD-ROM, and 2 DVD's
- Intervention kit available for \$149 and includes the manual, CD-ROM and DVD
- Postvention kit available for \$99 and includes the manual and CD-ROM
- Training provided Lifelines staff is available in some states but is not required

**CULTURAL CONSIDERATIONS**

- No information available on implementation with culturally diverse populations

On the right side of the page, there is a vertical image of a person's face with the text "Lifelines A Suicide Prevention Program" overlaid. Below the image, small text reads: "Revised Curriculum (2010) and the Manual (2010) and the Manual (2010) and the Manual (2010)".



but is not required

### CULTURAL CONSIDERATIONS


- No information available on implementation with culturally diverse populations
- Originally implemented in Maine but quickly spreading to other states

### RESEARCH & REVIEWS

Kalafat, J., Madden, M., Haley, D., & O'Halloran, S. (2007). Evaluation of Lifelines classes: A component of the school-community based Maine Youth Suicide Prevention Project. Report for NREPP. Unpublished manuscript.

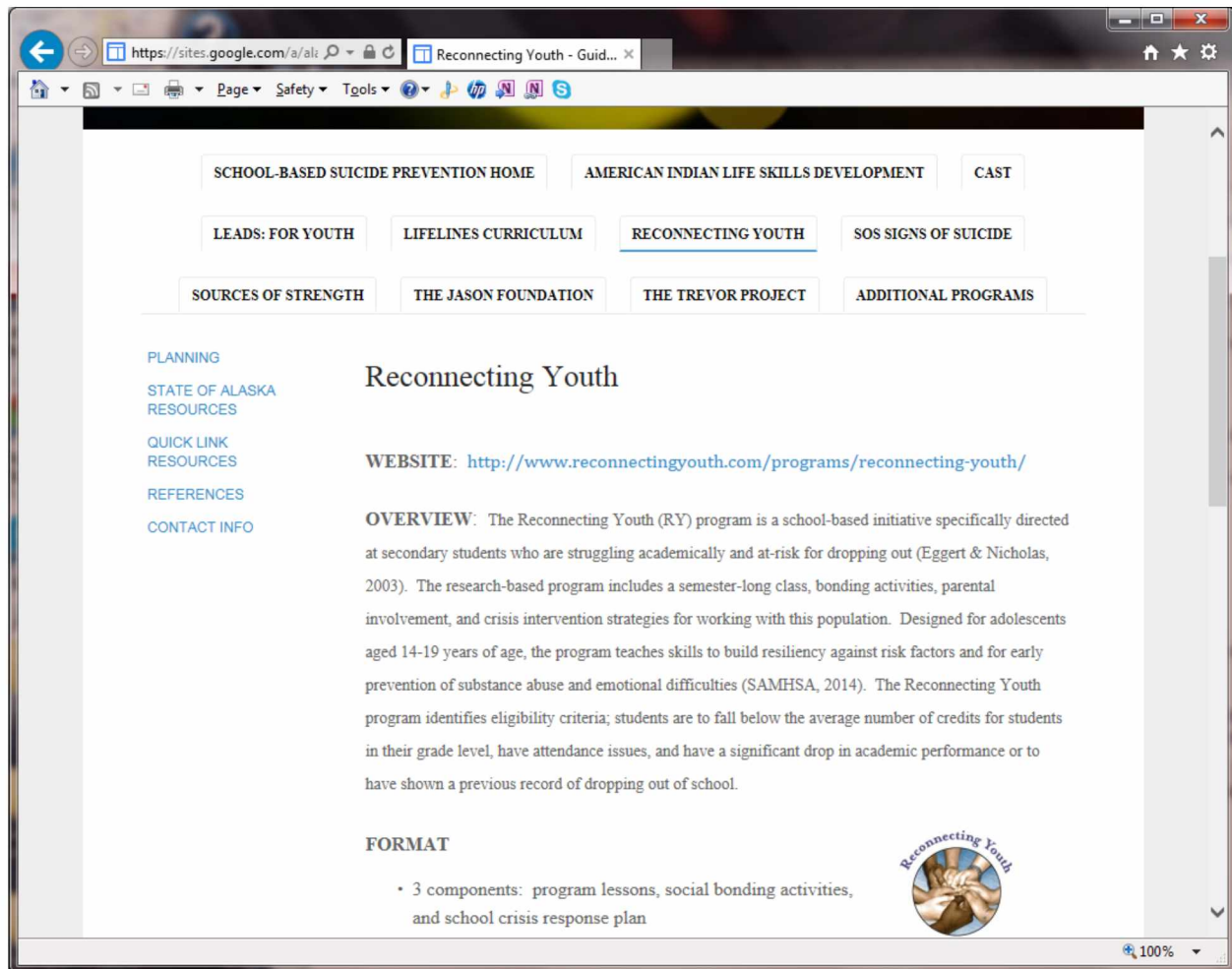
[Kalafat, J., & Gagliano, C. \(1996\). The use of simulations to assess the impact of an adolescent suicide response curriculum. Suicide and Life-Threatening Behavior, 26\(4\), 359-364.](#)

### Comments

 **Anna Sprague**  
Add a comment

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115%



The screenshot shows a web browser window displaying the Reconnecting Youth website. The browser's address bar shows the URL <https://sites.google.com/a/ali/Reconnecting Youth - Guid...>. The website has a navigation menu with the following links: SCHOOL-BASED SUICIDE PREVENTION HOME, AMERICAN INDIAN LIFE SKILLS DEVELOPMENT, CAST, LEADS: FOR YOUTH, LIFELINES CURRICULUM, RECONNECTING YOUTH (highlighted), SOS SIGNS OF SUICIDE, SOURCES OF STRENGTH, THE JASON FOUNDATION, THE TREVOR PROJECT, and ADDITIONAL PROGRAMS. On the left side, there is a sidebar with links: PLANNING, STATE OF ALASKA RESOURCES, QUICK LINK RESOURCES, REFERENCES, and CONTACT INFO. The main content area is titled "Reconnecting Youth" and includes the following text:

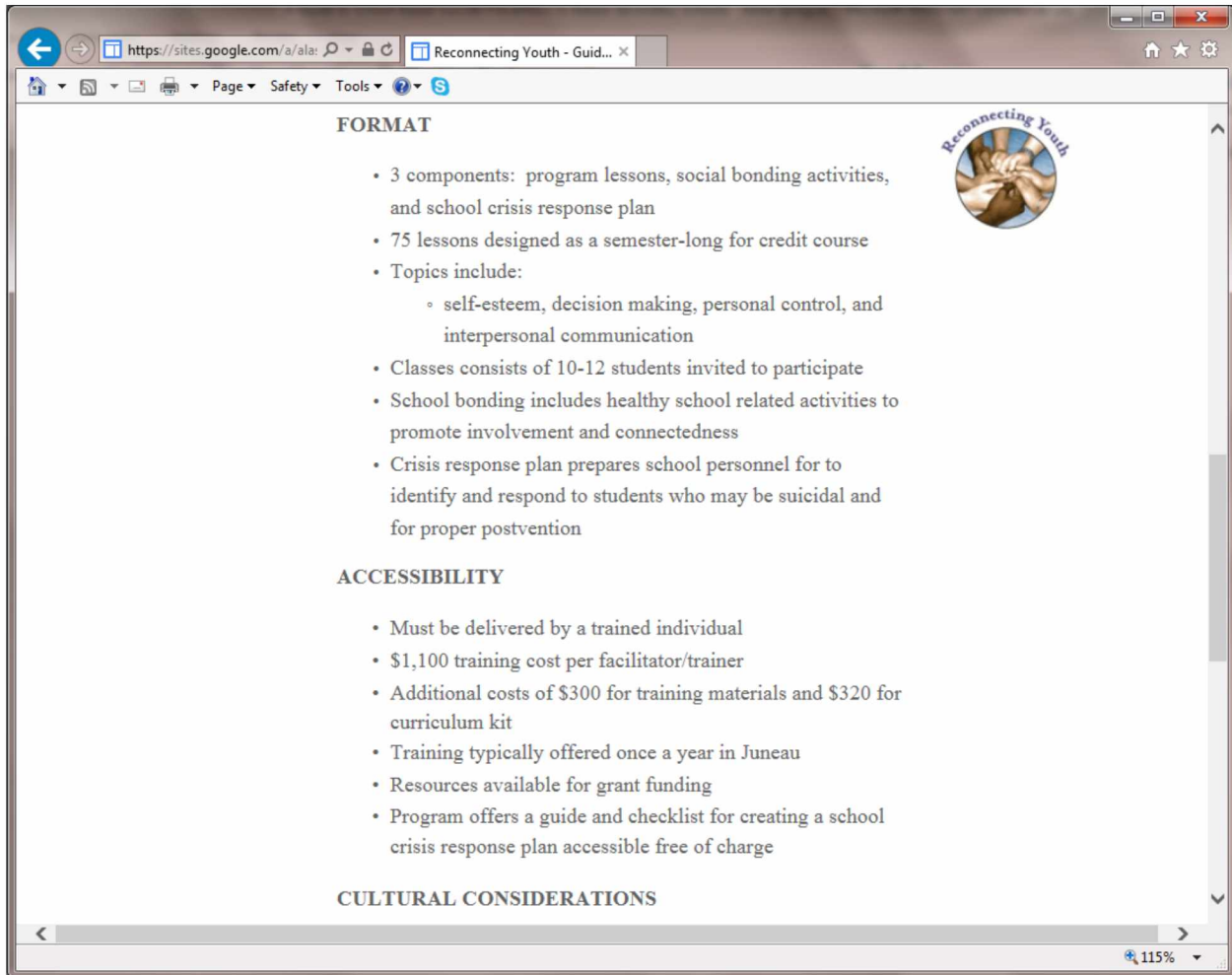
**WEBSITE:** <http://www.reconnectingyouth.com/programs/reconnecting-youth/>

**OVERVIEW:** The Reconnecting Youth (RY) program is a school-based initiative specifically directed at secondary students who are struggling academically and at-risk for dropping out (Eggert & Nicholas, 2003). The research-based program includes a semester-long class, bonding activities, parental involvement, and crisis intervention strategies for working with this population. Designed for adolescents aged 14-19 years of age, the program teaches skills to build resiliency against risk factors and for early prevention of substance abuse and emotional difficulties (SAMHSA, 2014). The Reconnecting Youth program identifies eligibility criteria; students are to fall below the average number of credits for students in their grade level, have attendance issues, and have a significant drop in academic performance or to have shown a previous record of dropping out of school.

**FORMAT**

- 3 components: program lessons, social bonding activities, and school crisis response plan

In the bottom right corner, there is a circular logo for "Reconnecting Youth" featuring a group of hands clasped together.




https://sites.google.com/a/ala: Reconnecting Youth - Guid...

Page Safety Tools

### FORMAT

- 3 components: program lessons, social bonding activities, and school crisis response plan
- 75 lessons designed as a semester-long for credit course
- Topics include:
  - self-esteem, decision making, personal control, and interpersonal communication
- Classes consists of 10-12 students invited to participate
- School bonding includes healthy school related activities to promote involvement and connectedness
- Crisis response plan prepares school personnel for to identify and respond to students who may be suicidal and for proper postvention

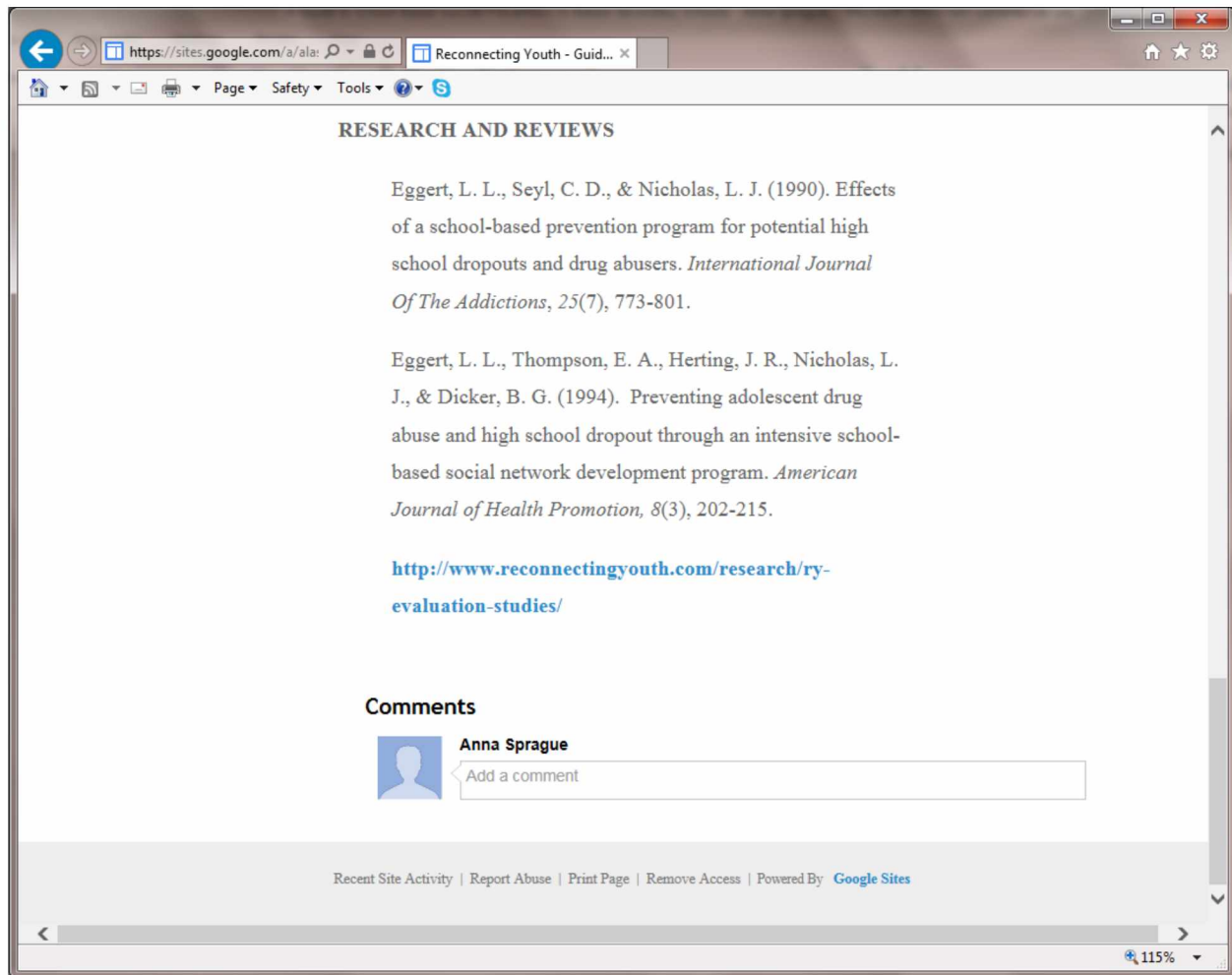


### ACCESSIBILITY

- Must be delivered by a trained individual
- \$1,100 training cost per facilitator/trainer
- Additional costs of \$300 for training materials and \$320 for curriculum kit
- Training typically offered once a year in Juneau
- Resources available for grant funding
- Program offers a guide and checklist for creating a school crisis response plan accessible free of charge

### CULTURAL CONSIDERATIONS

115%



The screenshot shows a web browser window displaying a Google Sites page. The address bar shows the URL <https://sites.google.com/a/ala/>. The page title is "Reconnecting Youth - Guid...". The page content is titled "RESEARCH AND REVIEWS" and lists two research studies. The first study is by Eggert, L. L., Seyl, C. D., & Nicholas, L. J. (1990), titled "Effects of a school-based prevention program for potential high school dropouts and drug abusers," published in *International Journal Of The Addictions*, 25(7), 773-801. The second study is by Eggert, L. L., Thompson, E. A., Herting, J. R., Nicholas, L. J., & Dicker, B. G. (1994), titled "Preventing adolescent drug abuse and high school dropout through an intensive school-based social network development program," published in *American Journal of Health Promotion*, 8(3), 202-215. Below the studies is a link to <http://www.reconnectingyouth.com/research/ry-evaluation-studies/>. The page also features a "Comments" section with a user profile for Anna Sprague and a text input field labeled "Add a comment". At the bottom, there is a footer with links for "Recent Site Activity", "Report Abuse", "Print Page", "Remove Access", and "Powered By Google Sites". The browser window shows a zoom level of 115%.

RECONNECTING YOUTH - GUIDANCE

Eggert, L. L., Seyl, C. D., & Nicholas, L. J. (1990). Effects of a school-based prevention program for potential high school dropouts and drug abusers. *International Journal Of The Addictions*, 25(7), 773-801.

Eggert, L. L., Thompson, E. A., Herting, J. R., Nicholas, L. J., & Dicker, B. G. (1994). Preventing adolescent drug abuse and high school dropout through an intensive school-based social network development program. *American Journal of Health Promotion*, 8(3), 202-215.

<http://www.reconnectingyouth.com/research/ry-evaluation-studies/>

Comments

Anna Sprague

Add a comment

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https://sites.google.com/a/alsi... SOS Signs of Suicide - Guid...

SCHOOL-BASED SUICIDE PREVENTION HOME AMERICAN INDIAN LIFE SKILLS DEVELOPMENT CAST

LEADS: FOR YOUTH LIFELINES CURRICULUM RECONNECTING YOUTH SOS SIGNS OF SUICIDE

SOURCES OF STRENGTH THE JASON FOUNDATION THE TREVOR PROJECT ADDITIONAL PROGRAMS

PLANNING  
STATE OF ALASKA RESOURCES  
QUICK LINK RESOURCES  
REFERENCES  
CONTACT INFO

School-Based Suicide Prevention Home >

## SOS Signs of Suicide

**WEBSITE:** <http://shop.mentalhealthscreening.org/products/high-school-sos-kit>

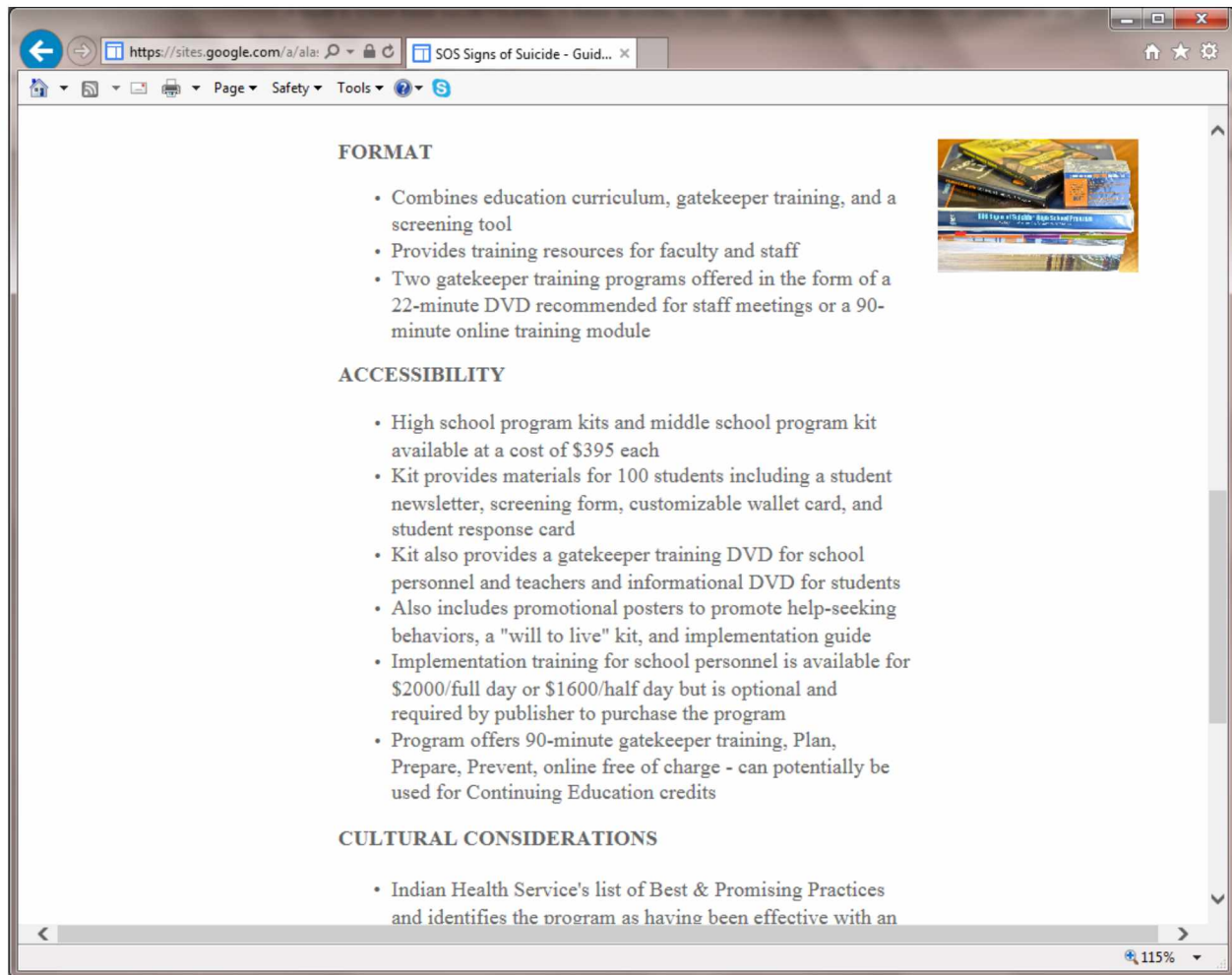
**OVERVIEW:** The SOS Signs of Suicide program is an evidence-based, nationally recognized suicide prevention program for middle and high school students (Screening for Mental Health, 2010). The program has been implemented by over 7,000 schools throughout the United States (SAMHSA, 2014). SOS includes peer intervention strategies, screens for depression and suicide risk, and educates students about depression in order to lessen the stigma associated. The program is intended for adolescents aged 13-17 years of age, with middle school and high school programs offered. The SOS Signs of Suicide main program kit is not as easily accessible as some other resources, and can come with some additional costs for a school district. The program, however, is one of the most utilized and researched of the school-based suicide prevention programs.

**FORMAT**

- Combines education curriculum, gatekeeper training, and a screening tool
- Provides training resources for faculty and staff



100%



The screenshot shows a web browser window with a Google Sites page. The address bar shows the URL <https://sites.google.com/a/ala/>. The page title is "SOS Signs of Suicide - Guid...". The page content is organized into sections: "FORMAT", "ACCESSIBILITY", and "CULTURAL CONSIDERATIONS". Each section contains a bulleted list of program details. A small image of a DVD case is visible on the right side of the page.

**FORMAT**

- Combines education curriculum, gatekeeper training, and a screening tool
- Provides training resources for faculty and staff
- Two gatekeeper training programs offered in the form of a 22-minute DVD recommended for staff meetings or a 90-minute online training module

**ACCESSIBILITY**

- High school program kits and middle school program kit available at a cost of \$395 each
- Kit provides materials for 100 students including a student newsletter, screening form, customizable wallet card, and student response card
- Kit also provides a gatekeeper training DVD for school personnel and teachers and informational DVD for students
- Also includes promotional posters to promote help-seeking behaviors, a "will to live" kit, and implementation guide
- Implementation training for school personnel is available for \$2000/full day or \$1600/half day but is optional and required by publisher to purchase the program
- Program offers 90-minute gatekeeper training, Plan, Prepare, Prevent, online free of charge - can potentially be used for Continuing Education credits

**CULTURAL CONSIDERATIONS**

- Indian Health Service's list of Best & Promising Practices and identifies the program as having been effective with an

115%

The screenshot shows a web browser window with the address bar displaying <https://sites.google.com/a/ala/>. The page title is "SOS Signs of Suicide - Guid...". The content includes:

- A paragraph: "\$2000/full day or \$1600/half day but is optional and required by publisher to purchase the program"
- A bullet point: "• Program offers 90-minute gatekeeper training, Plan, Prepare, Prevent, online free of charge - can potentially be used for Continuing Education credits"
- A section header: **CULTURAL CONSIDERATIONS**
- Two bullet points:
  - Indian Health Service's list of Best & Promising Practices and identifies the program as having been effective with an American Indian/Alaska Native population
  - Studies showed no change in program effectiveness among race, ethnicity, grade, or gender
- A section header: **RESEARCH & REVIEWS**
- A link: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1448274/?tool=pubmed>
- A section header: **Comments**
- A comment by Anna Sprague with a placeholder "Add a comment".

The footer contains links: "Recent Site Activity | Report Abuse | Print Page | Remove Access | Powered By: Google Sites". The zoom level is 115%.



The screenshot shows a web browser window displaying the 'Sources of Strength' website. The browser's address bar shows the URL 'https://sites.google.com/a/ali...'. The website has a navigation menu at the top with links: 'SCHOOL-BASED SUICIDE PREVENTION HOME', 'AMERICAN INDIAN LIFE SKILLS DEVELOPMENT', 'CAST', 'LEADS: FOR YOUTH', 'LIFELINES CURRICULUM', 'RECONNECTING YOUTH', 'SOS SIGNS OF SUICIDE', 'SOURCES OF STRENGTH' (highlighted), 'THE JASON FOUNDATION', 'THE TREVOR PROJECT', and 'ADDITIONAL PROGRAMS'. On the left side, there is a sidebar with links: 'PLANNING', 'STATE OF ALASKA RESOURCES', 'QUICK LINK RESOURCES', 'REFERENCES', and 'CONTACT INFO'. The main content area is titled 'Sources of Strength' and includes a link to the website: 'WEBSITE: <http://sourcesofstrength.org>'. Below this, there is an 'OVERVIEW' section describing the program as a best practice school-based program focusing on peer support and social networks. The 'FORMAT' section lists three bullet points: 'Designed for universal populations', 'Works to build protective factors in youth to prevent suicidal thoughts and actions', and 'Schools designate 2-5 adult advisors to mentor and train approx. 10-50 student peer leaders'. A circular diagram with ten segments is located in the bottom right corner of the main content area. The segments are labeled: 'Peer Support', 'Adult Advisors', 'Mentor', 'Resiliency', 'Confidentiality', 'Community', 'Supportive Environment', 'Positive Role Models', 'Cultural Awareness', and 'Hope'. The browser window also shows standard navigation buttons and a zoom level of 100%.

SCHOOL-BASED SUICIDE PREVENTION HOME AMERICAN INDIAN LIFE SKILLS DEVELOPMENT CAST

LEADS: FOR YOUTH LIFELINES CURRICULUM RECONNECTING YOUTH SOS SIGNS OF SUICIDE

SOURCES OF STRENGTH THE JASON FOUNDATION THE TREVOR PROJECT ADDITIONAL PROGRAMS

PLANNING  
STATE OF ALASKA  
RESOURCES  
QUICK LINK  
RESOURCES  
REFERENCES  
CONTACT INFO

School-Based Suicide Prevention Home >

## Sources of Strength

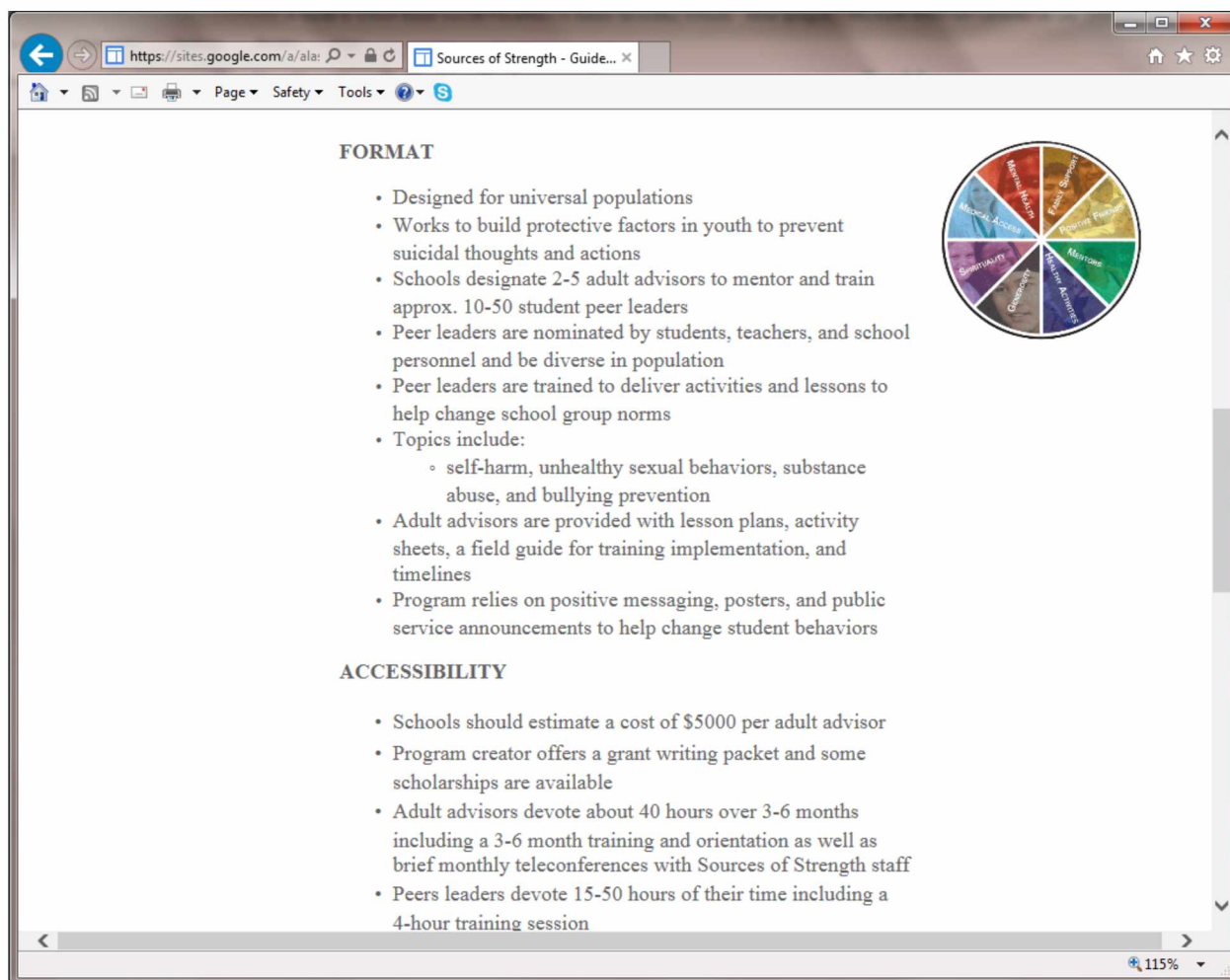
WEBSITE: <http://sourcesofstrength.org>

**OVERVIEW:** The Sources of Strength program is a best practice school-based program with a focus on the importance of peer support and social networks (Sources of Strength, 2014). The program strives to build connectedness to combat issues such as bullying, substance abuse, and subsequently suicide. The Sources of Strength program puts less focus on educating about risk factors and more focus on hope and resiliency. Directed at middle and high school students, the Sources of Strength program relies on caring adults and peer leaders to operate effectively.

**FORMAT**

- Designed for universal populations
- Works to build protective factors in youth to prevent suicidal thoughts and actions
- Schools designate 2-5 adult advisors to mentor and train approx. 10-50 student peer leaders





The screenshot shows a web browser window with the address bar displaying <https://sites.google.com/a/ala/>. The page title is "Sources of Strength - Guide...". The page content is organized into two main sections: "FORMAT" and "ACCESSIBILITY".

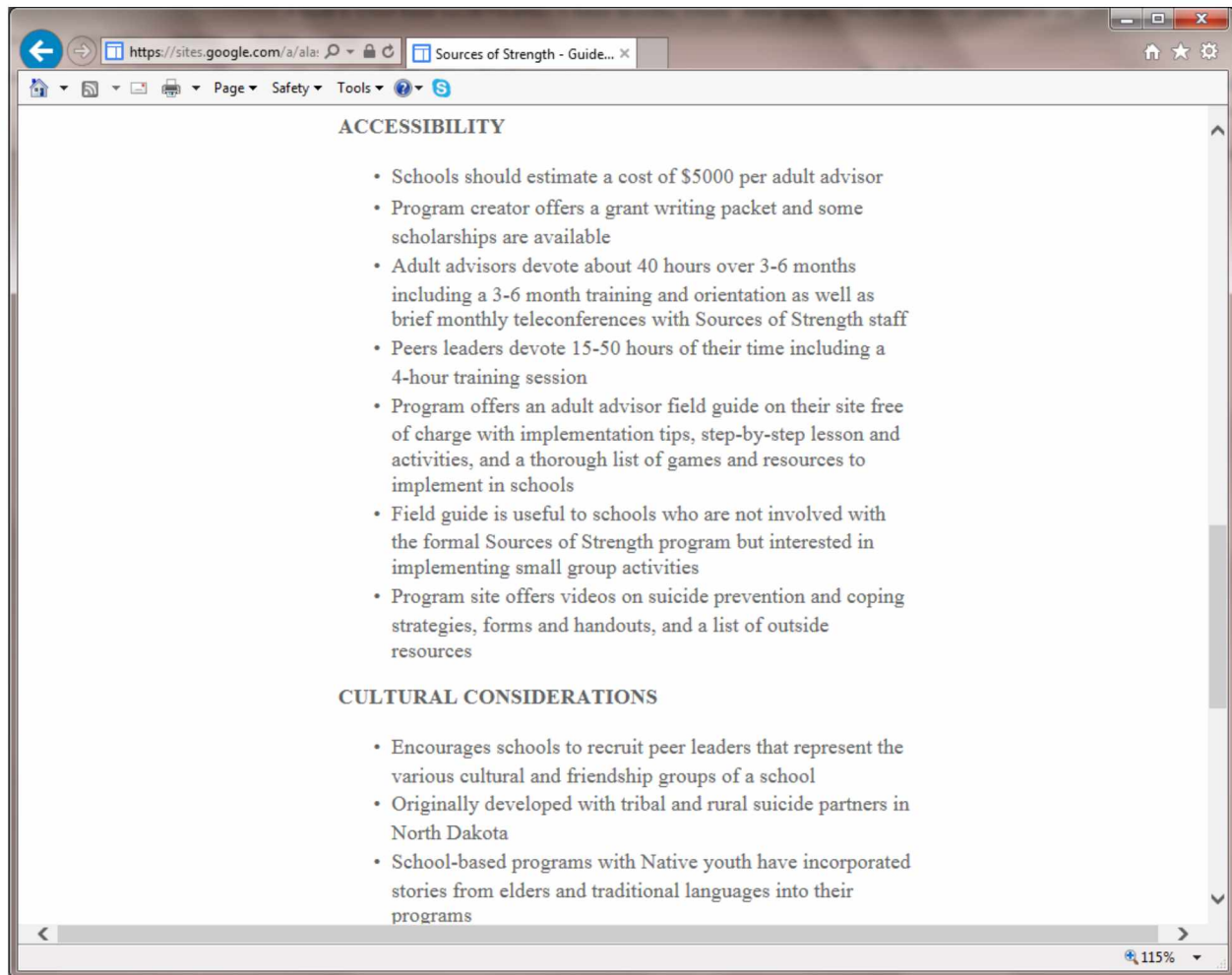
**FORMAT**

- Designed for universal populations
- Works to build protective factors in youth to prevent suicidal thoughts and actions
- Schools designate 2-5 adult advisors to mentor and train approx. 10-50 student peer leaders
- Peer leaders are nominated by students, teachers, and school personnel and be diverse in population
- Peer leaders are trained to deliver activities and lessons to help change school group norms
- Topics include:
  - self-harm, unhealthy sexual behaviors, substance abuse, and bullying prevention
- Adult advisors are provided with lesson plans, activity sheets, a field guide for training implementation, and timelines
- Program relies on positive messaging, posters, and public service announcements to help change student behaviors

**ACCESSIBILITY**

- Schools should estimate a cost of \$5000 per adult advisor
- Program creator offers a grant writing packet and some scholarships are available
- Adult advisors devote about 40 hours over 3-6 months including a 3-6 month training and orientation as well as brief monthly teleconferences with Sources of Strength staff
- Peers leaders devote 15-50 hours of their time including a 4-hour training session

On the right side of the page, there is a circular diagram divided into 10 colored segments, each containing text. The segments, starting from the top and moving clockwise, are: "Mentor Advisors", "Family Support", "Reporting Problems", "Monitor", "Monitor Advisors", "Connect", "Connect", "Connect", "Connect", and "Connect".



https://sites.google.com/a/alas Sources of Strength - Guide...


School-based programs with native youth have incorporated stories from elders and traditional languages into their programs

- Sources of Strength staff includes a tribal coordinator who works with Native populations to implement the program
- Multiple adaptations have been offered for a variety of cultural groups including military, LGBTQ, Latino-based communities, and faith-based groups
- Peer leader training is designed to be used to tailor activities to the cultural populations of their schools
- Indian Health Service's list of Best & Promising Practices

### RESEARCH & REVIEWS

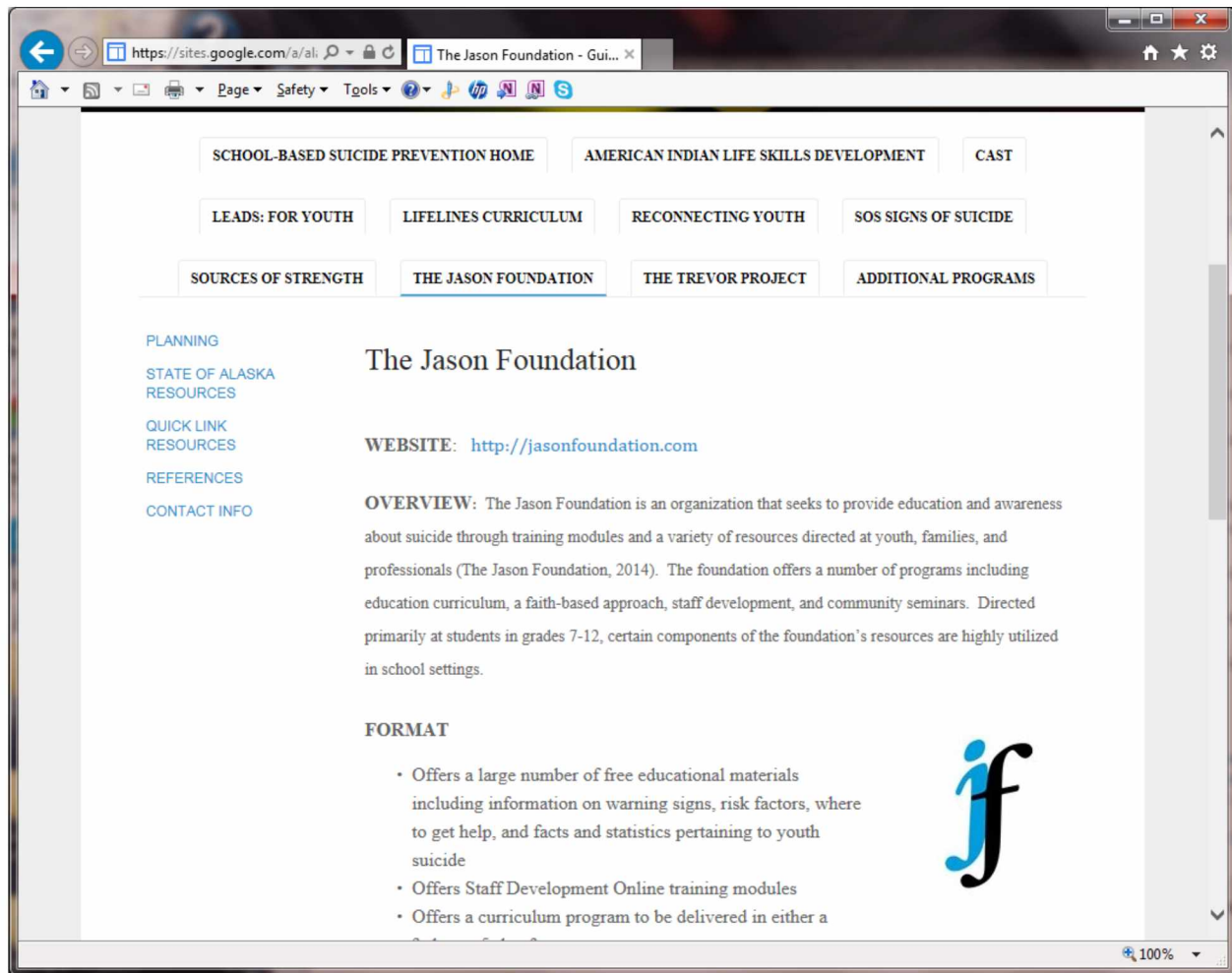
Wyman, P. A., Brown, C., LoMurray, M., Schmeelk-Cone, K., Petrova, M., Yu, Q., & Wang, W. (2010). An outcome evaluation of the Sources of Strength Suicide Prevention Program delivered by adolescent peer leaders in high schools. *American Journal Of Public Health*, 100(9), 1653-1661. doi:10.2105/AJPH.2009.19002

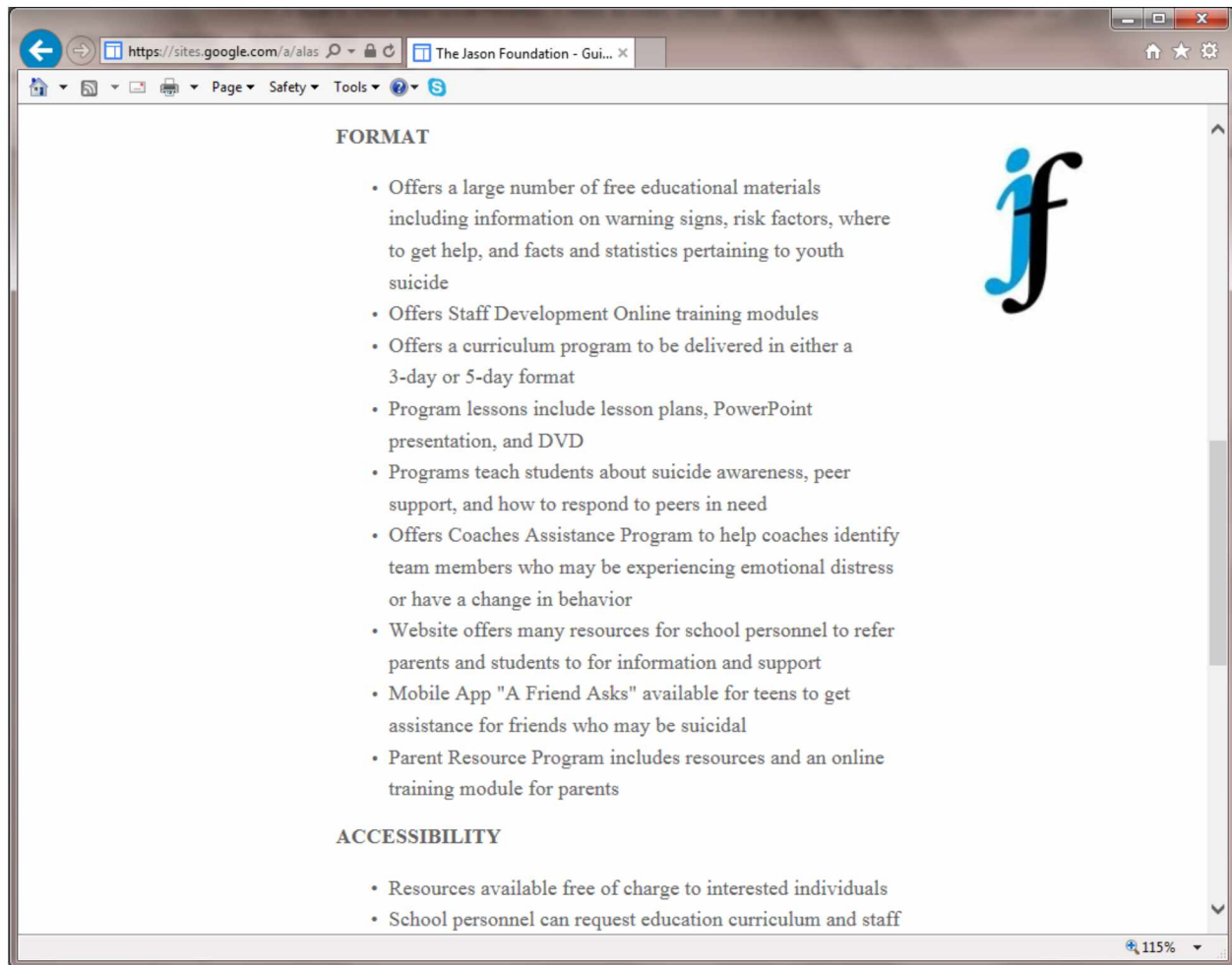
### Comments

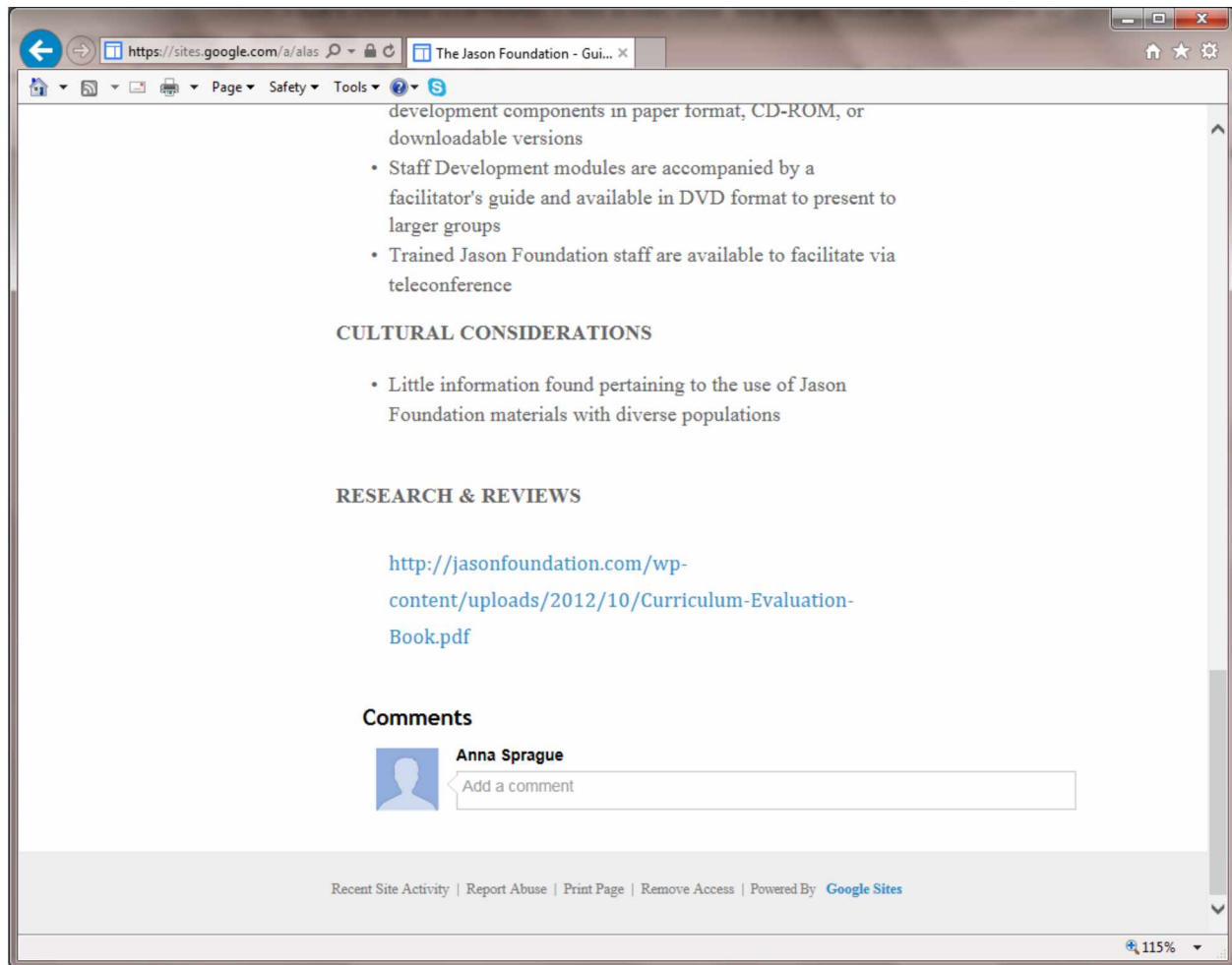
 **Anna Sprague**  
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115%







development components in paper format, CD-ROM, or downloadable versions

- Staff Development modules are accompanied by a facilitator's guide and available in DVD format to present to larger groups
- Trained Jason Foundation staff are available to facilitate via teleconference


### CULTURAL CONSIDERATIONS

- Little information found pertaining to the use of Jason Foundation materials with diverse populations

### RESEARCH & REVIEWS

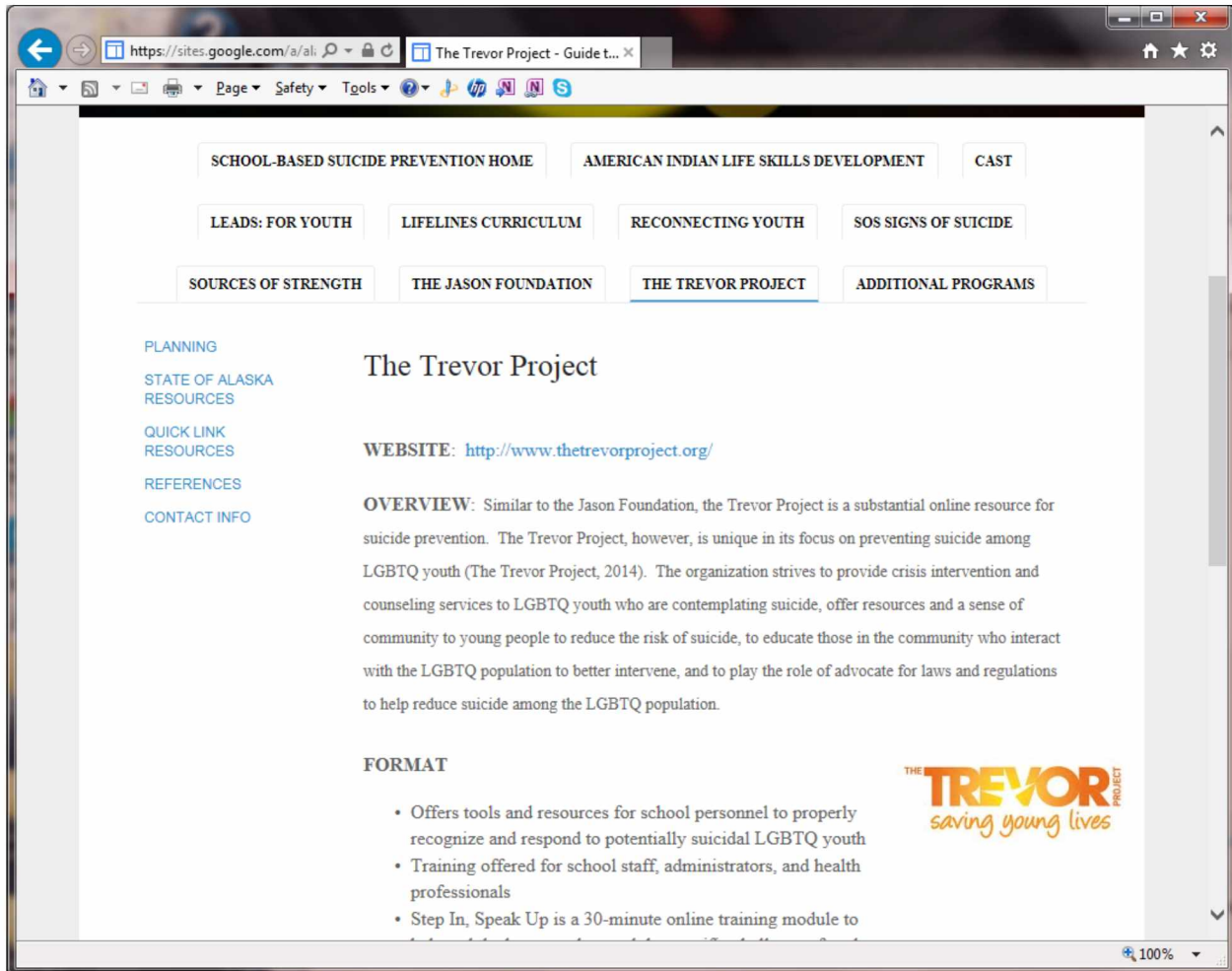
<http://jasonfoundation.com/wp-content/uploads/2012/10/Curriculum-Evaluation-Book.pdf>

### Comments

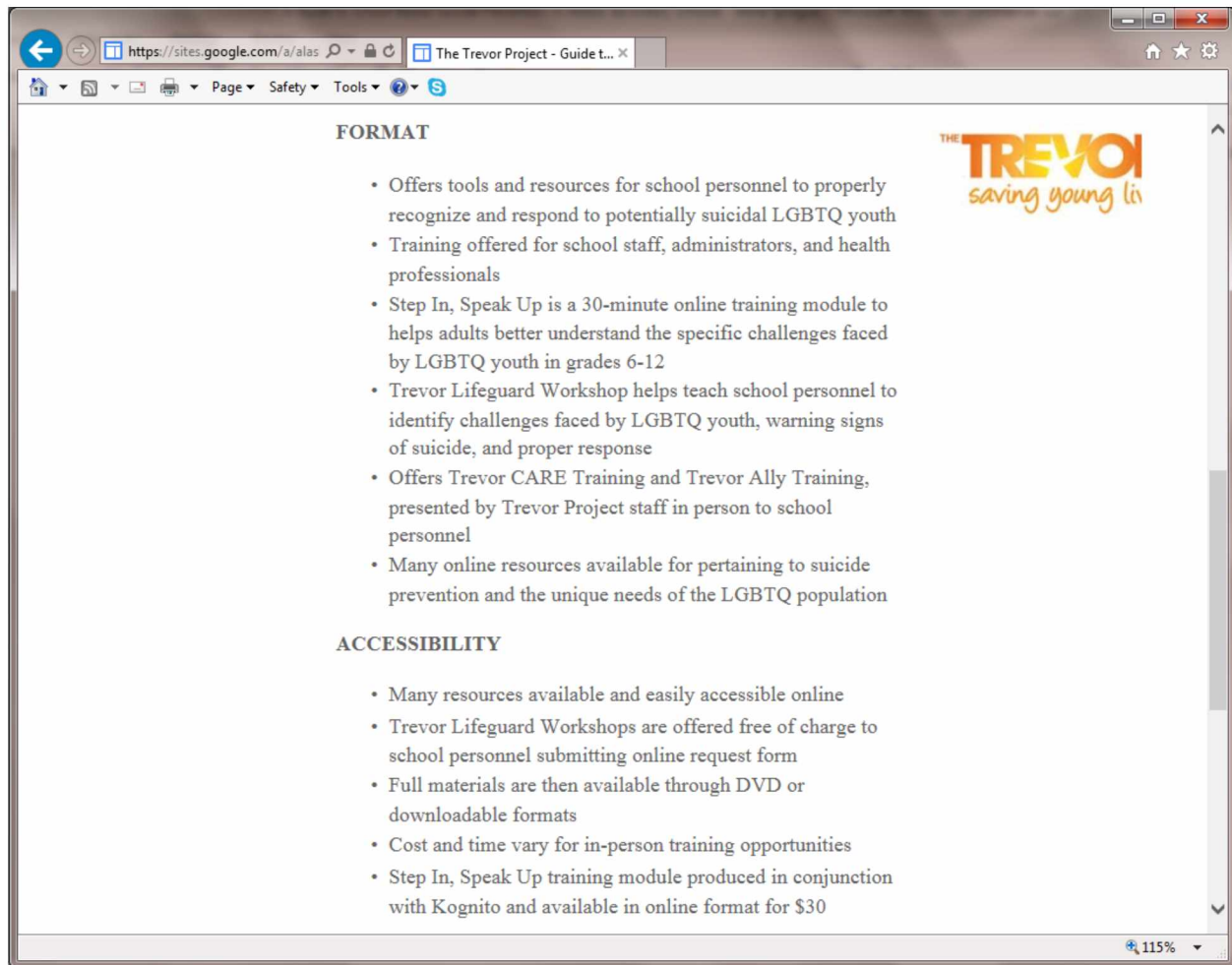
 **Anna Sprague**  
Add a comment

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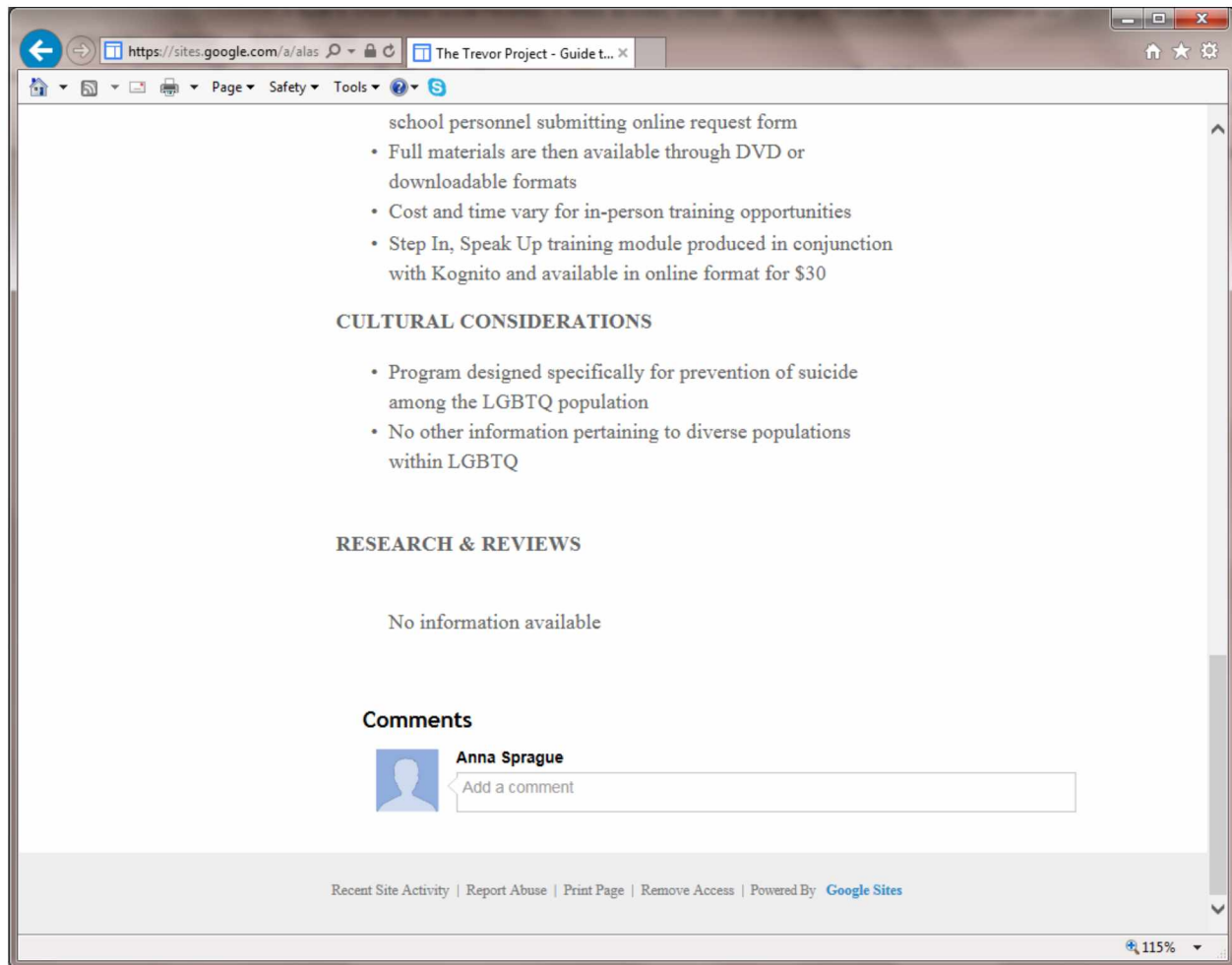
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A screenshot of a web browser displaying the 'The Trevor Project - Guide t...' page. The browser's address bar shows 'https://sites.google.com/a/ali...'. The page features a navigation menu with buttons for 'SCHOOL-BASED SUICIDE PREVENTION HOME', 'AMERICAN INDIAN LIFE SKILLS DEVELOPMENT', 'CAST', 'LEADS: FOR YOUTH', 'LIFELINES CURRICULUM', 'RECONNECTING YOUTH', 'SOS SIGNS OF SUICIDE', 'SOURCES OF STRENGTH', 'THE JASON FOUNDATION', 'THE TREVOR PROJECT' (which is underlined), and 'ADDITIONAL PROGRAMS'. On the left side, there is a sidebar with links: 'PLANNING', 'STATE OF ALASKA RESOURCES', 'QUICK LINK RESOURCES', 'REFERENCES', and 'CONTACT INFO'. The main content area is titled 'The Trevor Project' and includes a 'WEBSITE: <http://www.thetrevorproject.org/>' link. Below this is an 'OVERVIEW' section describing the organization's mission to provide crisis intervention and counseling services to LGBTQ youth. The 'FORMAT' section lists three bullet points: 'Offers tools and resources for school personnel to properly recognize and respond to potentially suicidal LGBTQ youth', 'Training offered for school staff, administrators, and health professionals', and 'Step In, Speak Up is a 30-minute online training module to...'. The Trevor Project logo, 'THE TREVOR PROJECT saving young lives', is visible in the bottom right corner of the content area. The browser's status bar at the bottom indicates '100%' zoom.









school personnel submitting online request form

- Full materials are then available through DVD or downloadable formats
- Cost and time vary for in-person training opportunities
- Step In, Speak Up training module produced in conjunction with Kognito and available in online format for \$30


### CULTURAL CONSIDERATIONS

- Program designed specifically for prevention of suicide among the LGBTQ population
- No other information pertaining to diverse populations within LGBTQ

### RESEARCH & REVIEWS

No information available

### Comments

 **Anna Sprague**  
Add a comment

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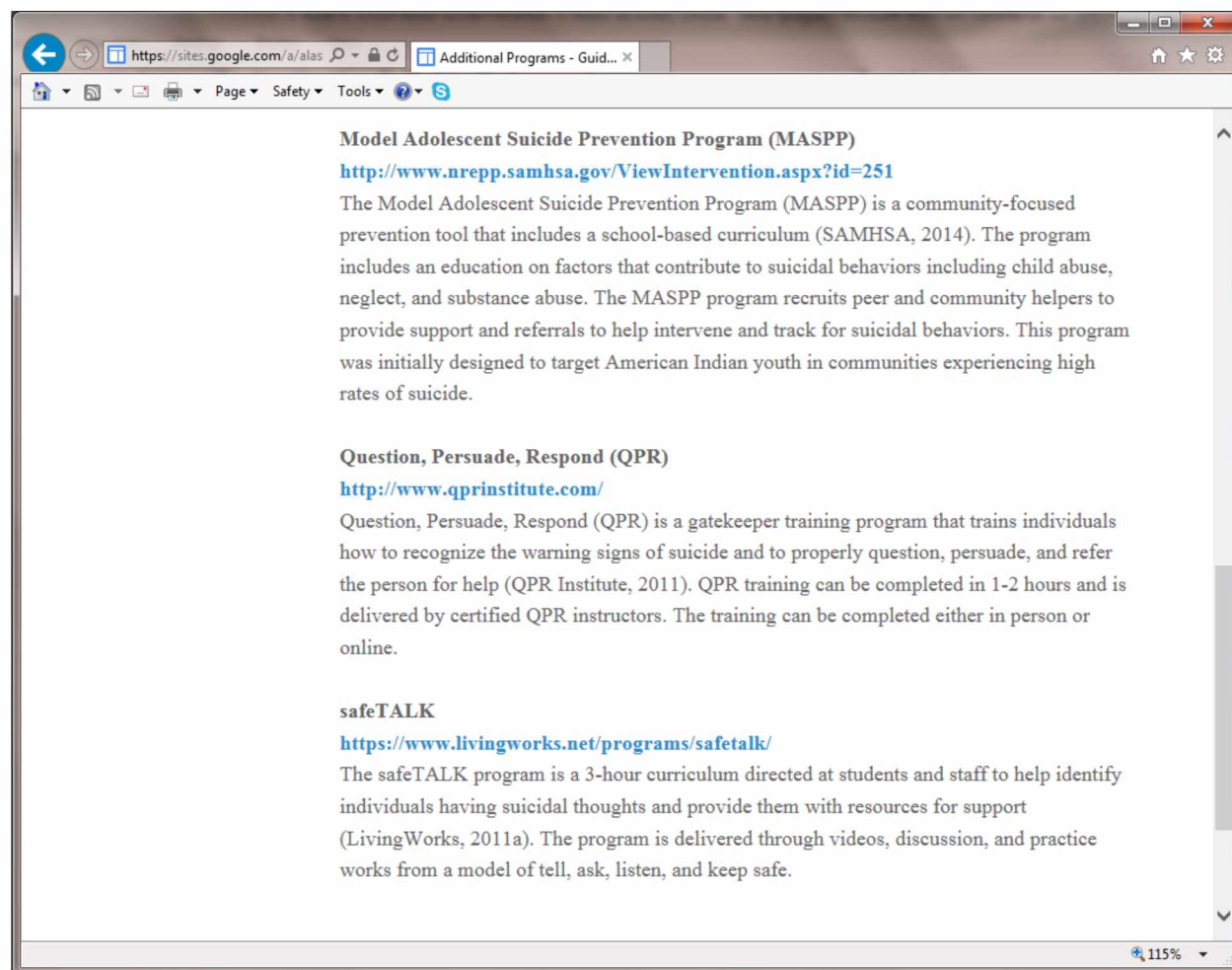
The screenshot shows a web browser window with the address bar displaying <https://sites.google.com/a/ali...>. The page title is "Additional Programs - Guid...". The navigation menu includes the following links: SCHOOL-BASED SUICIDE PREVENTION HOME, AMERICAN INDIAN LIFE SKILLS DEVELOPMENT, CAST, LEADS: FOR YOUTH, LIFELINES CURRICULUM, RECONNECTING YOUTH, SOS SIGNS OF SUICIDE, SOURCES OF STRENGTH, THE JASON FOUNDATION, THE TREVOR PROJECT, and ADDITIONAL PROGRAMS (which is the active page). The main content area is titled "Additional Programs" and contains the following information:

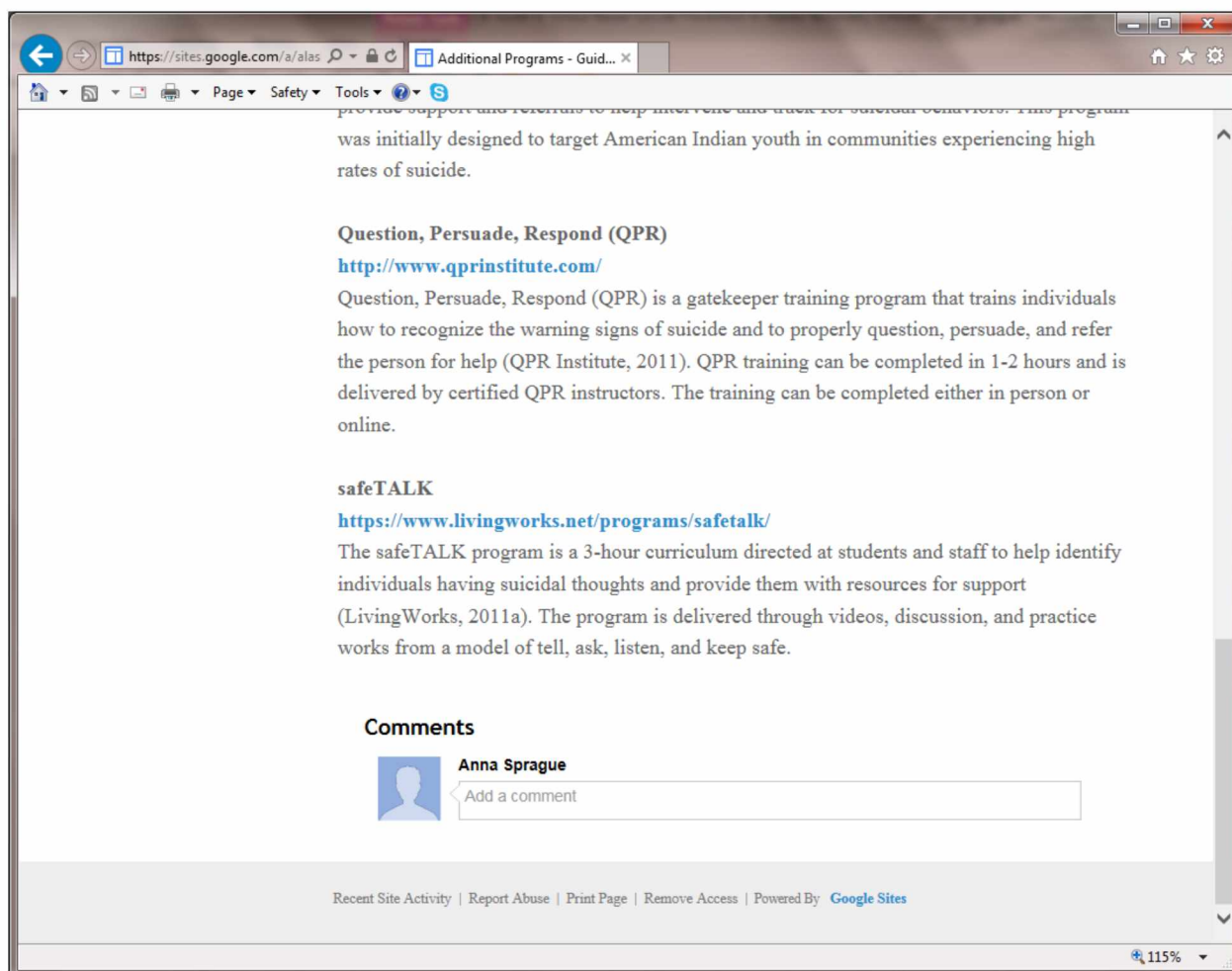
**PLANNING**  
**STATE OF ALASKA RESOURCES**  
**QUICK LINK RESOURCES**  
**REFERENCES**  
**CONTACT INFO**

**Applied Suicide Intervention Skills Training (ASIST)**  
<https://www.livingworks.net/programs/asist/>  
The Applied Suicide Intervention Skills Training (ASIST) is directed specifically at caring educational professionals to increase their confidence in responding to at-risk students (LivingWorks, 2011b). The training is delivered over a 2-day period and includes an exploration of the individual's attitudes about suicide, identifying intervention needs, practicing and observing intervention strategies, and linking with resources in the local community.

**Kognito**  
<https://www.kognito.com/products/k12/>  
Kognito offers online education modules to assist K-12 educators in identifying students experiencing mental distress. With middle school and high school versions, teachers, counselors, and administrators can have easy access to information about signs and indicators of psychological distress and how to approach and respond to the student. The virtual model allows individuals to role play situations and educates about what to avoid.

**Model Adolescent Suicide Prevention Program (MASPP)**





provide support and referrals to help intervene and track for suicidal behaviors. This program was initially designed to target American Indian youth in communities experiencing high rates of suicide.


**Question, Persuade, Respond (QPR)**  
<http://www.qprinstitute.com/>

Question, Persuade, Respond (QPR) is a gatekeeper training program that trains individuals how to recognize the warning signs of suicide and to properly question, persuade, and refer the person for help (QPR Institute, 2011). QPR training can be completed in 1-2 hours and is delivered by certified QPR instructors. The training can be completed either in person or online.

**safeTALK**  
<https://www.livingworks.net/programs/safetalk/>

The safeTALK program is a 3-hour curriculum directed at students and staff to help identify individuals having suicidal thoughts and provide them with resources for support (LivingWorks, 2011a). The program is delivered through videos, discussion, and practice works from a model of tell, ask, listen, and keep safe.

**Comments**

 **Anna Sprague**  
Add a comment

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https://sites.google.com/a/ali... Planning - Guide to School...

SCHOOL-BASED SUICIDE PREVENTION HOME AMERICAN INDIAN LIFE SKILLS DEVELOPMENT CAST

LEADS: FOR YOUTH LIFELINES CURRICULUM RECONNECTING YOUTH SOS SIGNS OF SUICIDE

SOURCES OF STRENGTH THE JASON FOUNDATION THE TREVOR PROJECT ADDITIONAL PROGRAMS

**PLANNING**

[STATE OF ALASKA RESOURCES](#)

[QUICK LINK RESOURCES](#)

[REFERENCES](#)

[CONTACT INFO](#)

[School-Based Suicide Prevention Home >](#)

## Planning

### Considerations when Selecting Suicide Prevention Tools

State Requirements

- [Alaska Department of Education and Early Development](#)
- [Alaska Senate Bill 137](#)

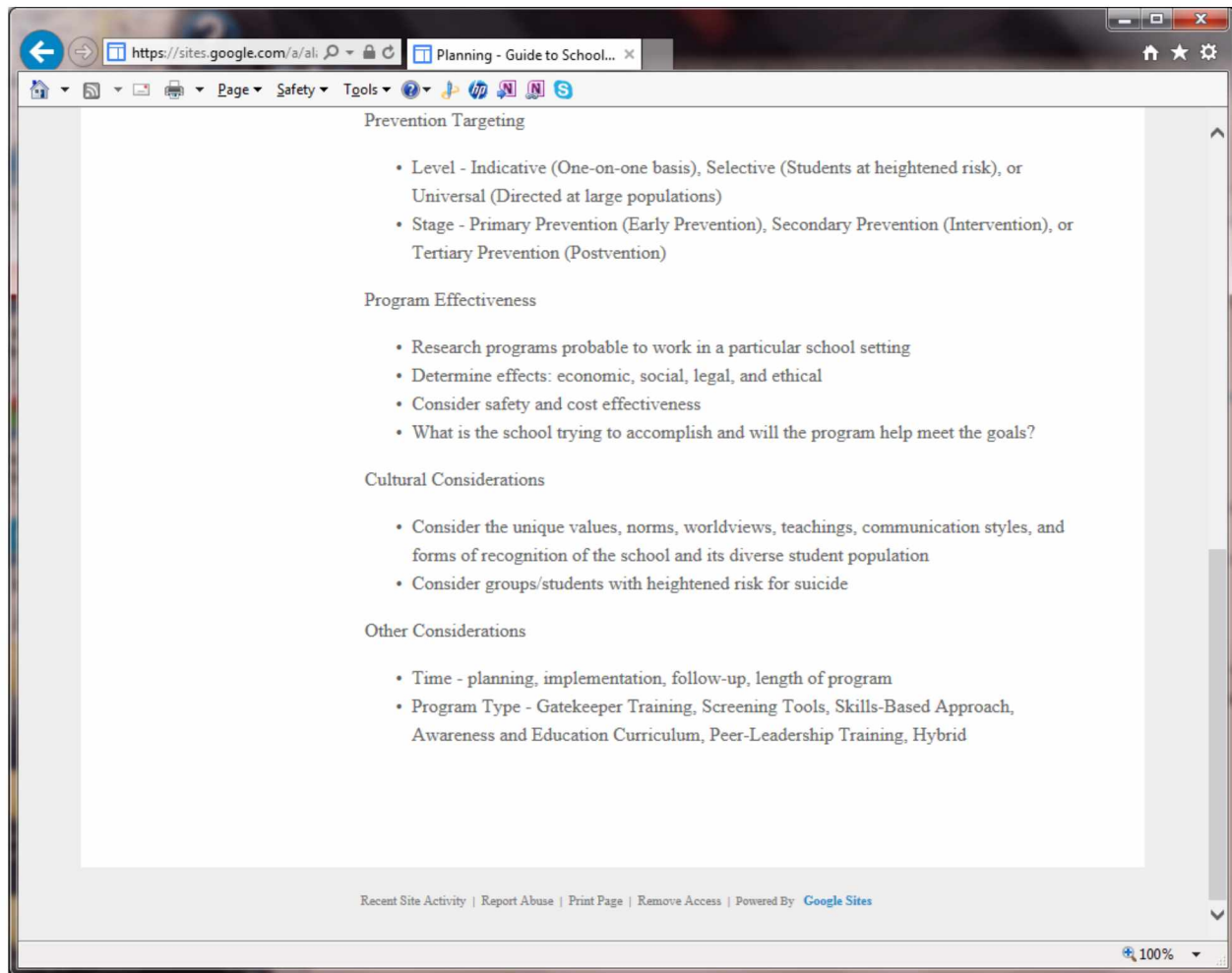
Prevention Targeting

- Level - Indicative (One-on-one basis), Selective (Students at heightened risk), or Universal (Directed at large populations)
- Stage - Primary Prevention (Early Prevention), Secondary Prevention (Intervention), or Tertiary Prevention (Postvention)

Program Effectiveness

- [Research programs probable to work in a particular school setting](#)

100%



The screenshot shows a web browser window with the address bar displaying <https://sites.google.com/a/ali/>. The page title is "State of Alaska Resources - ...". The browser's toolbar includes icons for home, back, forward, and search, along with a menu of application icons. The website itself has a dark header with a yellow and green abstract design. Below the header is a navigation bar with buttons for "SCHOOL-BASED SUICIDE PREVENTION HOME", "AMERICAN INDIAN LIFE SKILLS DEVELOPMENT", "CAST", "LEADS: FOR YOUTH", "LIFELINES CURRICULUM", "RECONNECTING YOUTH", "SOS SIGNS OF SUICIDE", "SOURCES OF STRENGTH", "THE JASON FOUNDATION", "THE TREVOR PROJECT", and "ADDITIONAL PROGRAMS". On the left side, there is a sidebar with links: "PLANNING", "STATE OF ALASKA RESOURCES", "QUICK LINK RESOURCES", "REFERENCES", and "CONTACT INFO". The main content area is titled "State of Alaska Resources" and includes a "Website: <http://education.alaska.gov/tls/suicide/>" link. Below this, a paragraph describes the resources provided by the Alaska Department of Education and Early Development (ADEED) for suicide awareness, prevention, and intervention. At the bottom, there is a box titled "FY 14 Suicide Awareness & Prevention Programs Used by AK School Districts" which contains a pie chart and a legend for "EED eLearning". The browser's status bar at the bottom right shows "100%" zoom.

State of Alaska Resources

Website: <http://education.alaska.gov/tls/suicide/>

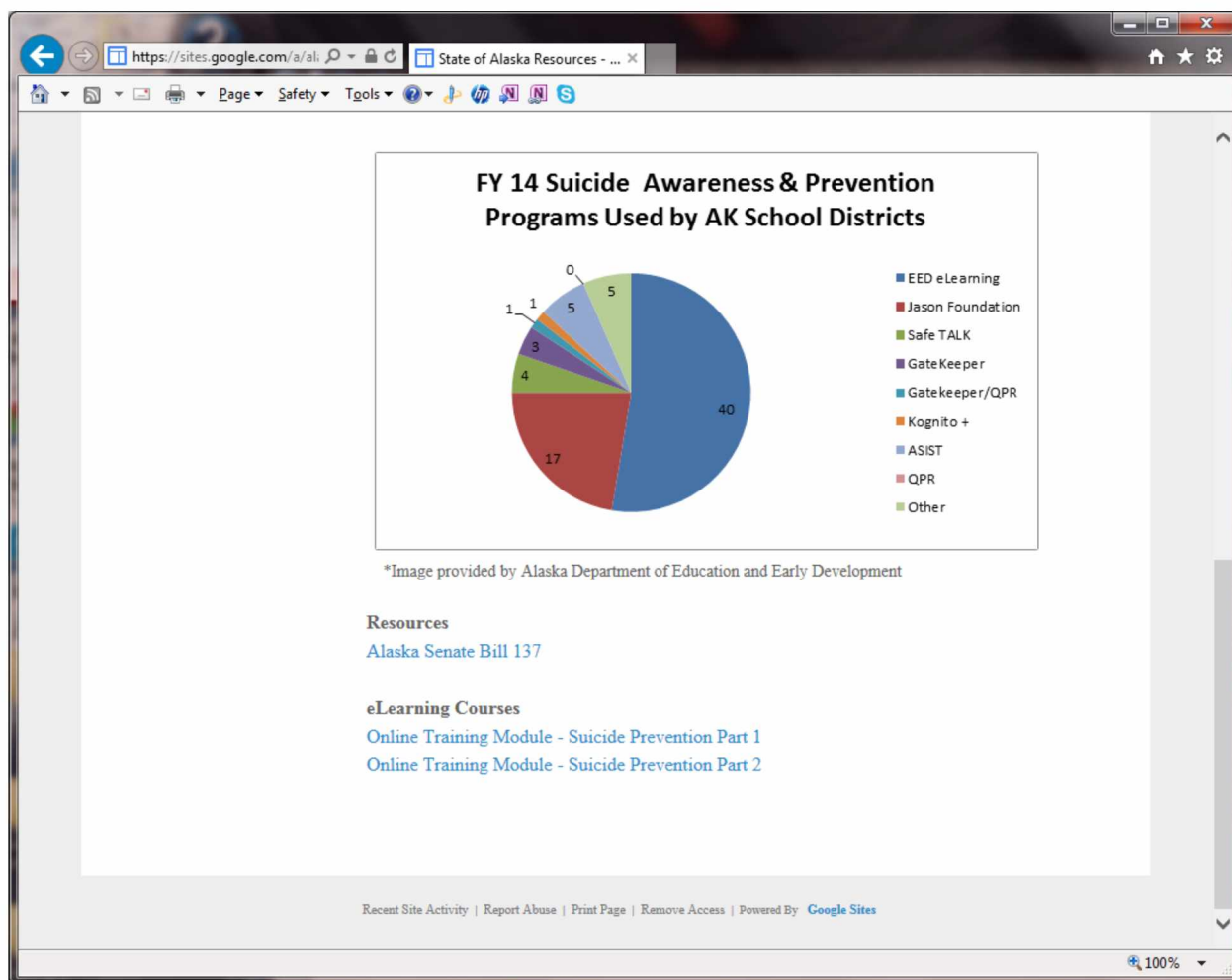
The Alaska Department of Education and Early Development (ADEED) provides a number of resources to school personnel and the community on their Suicide Awareness, Prevention, & Postvention webpage. The site provides resources for individuals to recognize the warning signs of suicide as well as a list of national and local resources for suicide prevention and intervention. For educators, the site provides information about the programs and resources currently accepted and utilized within the state for suicide prevention and information about legislation related to annual training requirements. In addition to an array of information, the ADEED created 2 online training modules for use in staff suicide awareness and prevention trainings accessible for free from their website. The modules are created specifically for Alaska schools with cultural considerations included.

**FY 14 Suicide Awareness & Prevention Programs Used by AK School Districts**

0 5 EED eLearning

100%







https://sites.google.com/a/ali... Quick Link Resources - Gui...

SCHOOL-BASED SUICIDE PREVENTION HOME AMERICAN INDIAN LIFE SKILLS DEVELOPMENT CAST

LEADS: FOR YOUTH LIFELINES CURRICULUM RECONNECTING YOUTH SOS SIGNS OF SUICIDE

SOURCES OF STRENGTH THE JASON FOUNDATION THE TREVOR PROJECT ADDITIONAL PROGRAMS

PLANNING  
STATE OF ALASKA  
RESOURCES  
QUICK LINK  
RESOURCES  
REFERENCES  
CONTACT INFO

## Quick Link Resources

### PROFESSIONAL DEVELOPMENT TRAINING MODULES

[Alaska EED Suicide Prevention Training - Part 1](#)  
[Alaska EED Suicide Prevention Training - Part 2](#)  
[Jason Foundation Professional Development Series](#)  
[Trevor Lifeguard Workshop](#)  
[Kognito At-Risk in K-12 Training](#)

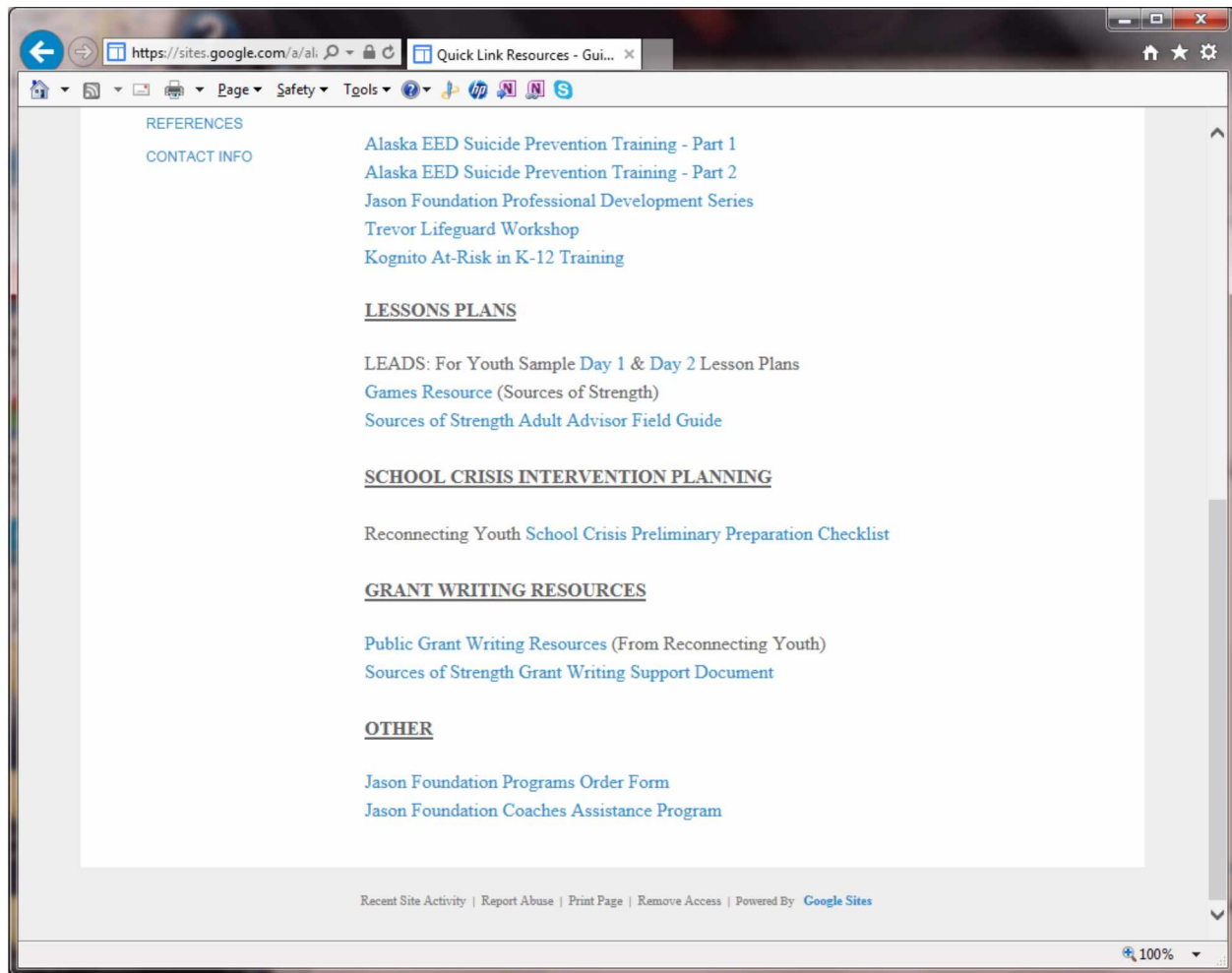
### LESSONS PLANS

[LEADS: For Youth Sample Day 1 & Day 2 Lesson Plans](#)  
[Games Resource \(Sources of Strength\)](#)  
[Sources of Strength Adult Advisor Field Guide](#)

### SCHOOL CRISIS INTERVENTION PLANNING

[Reconnecting Youth School Crisis Preliminary Preparation Checklist](#)

100%



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